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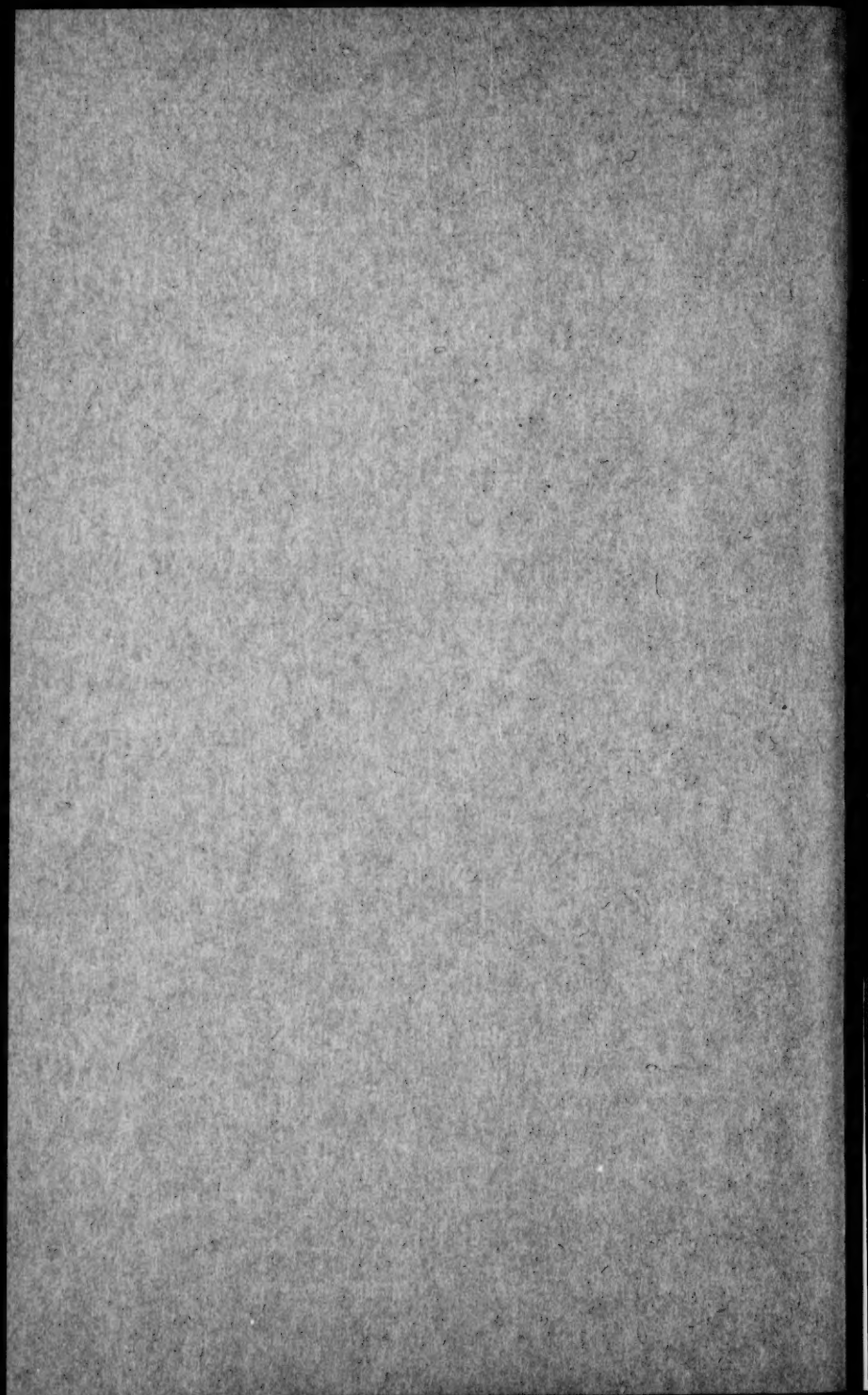
A Study of the Influence of Departmental
Specialization on the Professional
Attitudes of High-School Teachers Toward
Certain Administrative Problems

The Department of Secondary-School Principals
of the National Education Association

J. Sterling Morton High School, Osceola, Illinois

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BULLETIN NUMBER 37

All communications for secondary-school administration abstract service should be directed to H. V. Church, 3129 Wenonah Avenue, Berwyn, Illinois; J. Sterling Morton High School, Cicero, Illinois, Executive Secretary of the Department of Secondary-School Principals of the National Education Association.

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**A STUDY OF THE INFLUENCE OF DEPARTMENTAL
SPECIALIZATION ON THE PROFESSIONAL ATTITUDES
OF HIGH-SCHOOL TEACHERS TOWARD CERTAIN
ADMINISTRATIVE PROBLEMS**

The data for this study were assembled by the members of the Judd Club, Chicago, Illinois; the tabulation and interpretation of the data were made by Earl Thomas, Kansas City, Missouri and W. C. Reavis, University of Chicago.

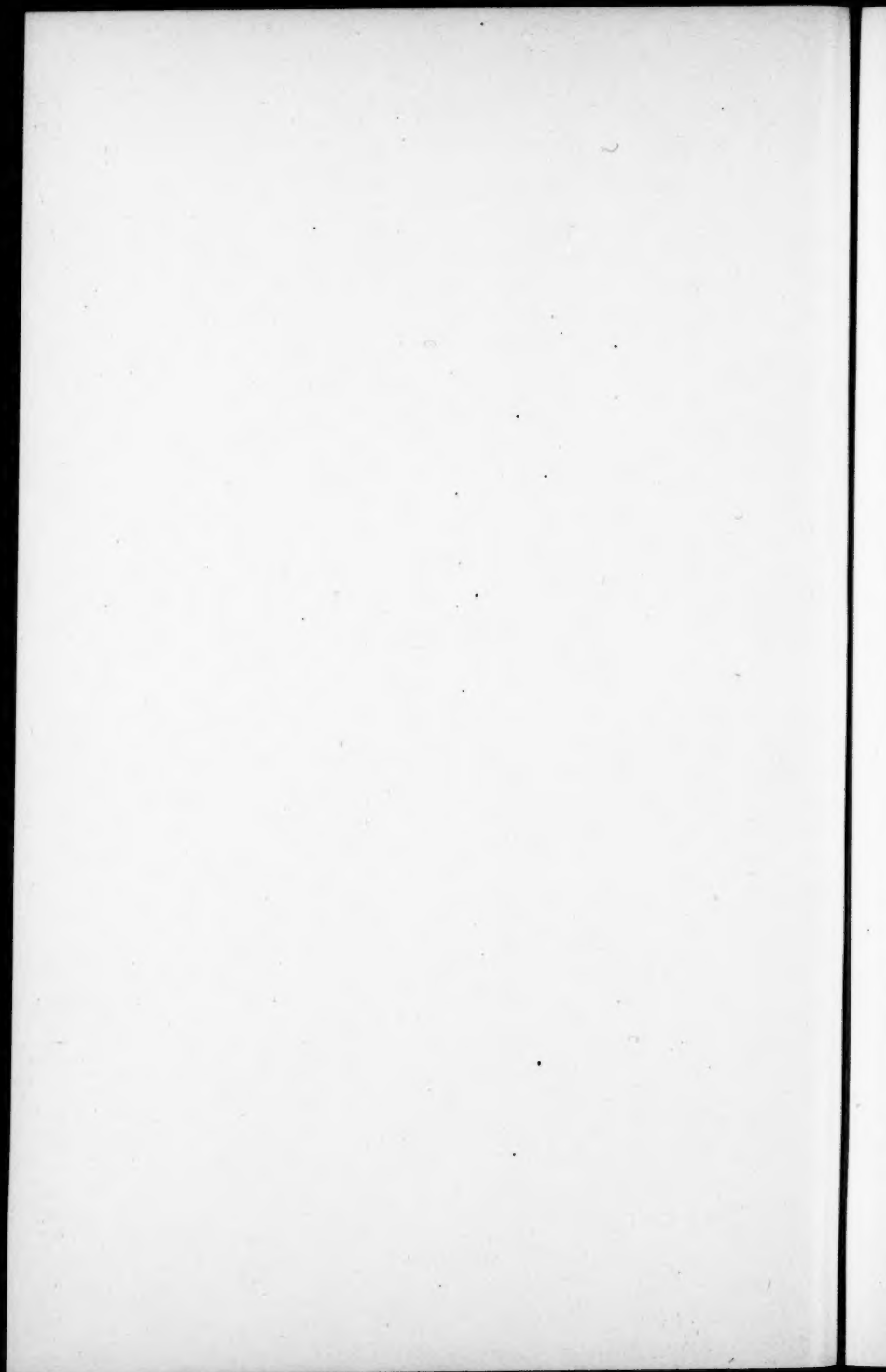


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A Study of the Influence of Departmental
Specialization on the Professional
Attitudes of High-School Teachers Toward
Certain Administrative Problems*

I. INTRODUCTION

1. Purpose and Value of the Study

The purpose of this study was to secure the judgments of high-school teachers on certain important professional problems which are frequently encountered in administration, and to analyze and evaluate the judgments with respect to their departmental significance.

The attitudes of a teacher may reflect to some extent the quality of his teaching. A teacher who welcomes minute detailed instructions from his supervisor, for example, may lack the proper initiative to secure good classroom results. His attitudes as reflected in the judgments which he expressed may also indicate the degree to which he has kept informed on professional issues found in educational materials.

The study may have specific administrative value, if as a result it is possible to isolate any items on which differences in teachers' judgments are due to departmental specialization. To illustrate, it is held by some teachers that the enrolment in classes should be small in order to secure the best results from teaching. The results of scientific investigation and the development of new procedures in teaching have, to some degree, dispelled the notion that a small class enrolment is essential for the best teaching results. The attitudes of teachers in their respective departments should offer some additional information and enlightenment on the subject. The conclusions reached may also be valuable in adding evidence to the present body of administrative material.

2. Method of Investigation

A check list containing a number of professional problems and a series of evaluative statements for each problem was distributed to the teachers of 33 schools. The teachers were asked to check the statements and to mail the return unsigned to Professor W. C. Reavis, University of Chicago.

A total of 963 replies were received. The replies were classified into nine groups according to the subject or subjects taught, as indicated by the teacher. Each group thus represented judgments from teachers in a particular departmental field. Eight major teaching fields were chosen for the study: (1) English, which included rhetoric, expression and debate; (2) the modern and classical foreign languages combined; (3) mathematics; (4) the physical and biological sciences; (5) all the social sciences including geography; (6) the vocational subjects including

*The data for this study were assembled by the members of the Judd Club, Chicago, Illinois; the tabulation and interpretation of the data were made by Earl Thomas, Kansas City, Missouri, and W. C. Reavis, University of Chicago.

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commercial studies, home economics, and the manual arts; (7) the fine arts including the graphic arts; and (8) physical education.

The ninth group was composed of judgments from teachers who taught in more than one of the foregoing teaching fields. This group was included for the purpose of comparing their judgments, first, with the judgments of teachers working in one department only, and secondly, with the total replies of all the teachers. By using this group, a check on the validity of what might seem to be a significant deviation in judgment, due to departmental variation, could be determined, with limitations. The percentages of total judgments in this group, in most instances, closely coincide with the percentages of judgments from the entire group, which would indicate that even a small departmental deviation may have some significance.

The data were tabulated in code and transferred to cards by means of a Powers card punching machine. The cards were electrically sorted on a Hollerith card sorting machine. Tabulations were made from the sortings.

Table I indicates the number and percentages of teachers in each departmental group. Each group in the table, with the possible exception of the fine arts and physical education departments, probably contains enough individuals to represent an adequate sample of departmental opinion on the problems on which teacher judgments were sought.

TABLE I
Number and Percentages of Teachers in Each Department Group

Department	Teachers	
	Number	Per Cent
English	180	18.7
Foreign Languages.....	93	9.6
Mathematics	91	9.4
Natural Sciences.....	104	10.9
Social Studies.....	107	11.1
Vocational Subjects.....	184	19.1
Fine Arts.....	34	3.5
Physical Education.....	39	4.0
More than one department.....	131	13.7
Total	963	100.0

An examination of the findings in the study, however, seems to indicate that, in most instances, the opinions expressed by the two smallest groups are a valid representation.

3. Experience and Professional Training of the Teachers

Table II gives the academic training, above the high school, for the entire group of teachers. The median is approximately 4.6 years. Forty-one teachers did not indicate their academic training, in years or degrees held. One teacher only in the academic departments had less than four years' college training. Nearly 5 per cent of the teachers of special subjects had less than the equivalent of a bachelor's degree.

A STUDY OF THE INFLUENCE OF DEPARTMENTAL SPECIALIZATION

Some teachers, particularly in the trade subjects, report considerable practical experience but no degree. Twenty-two and eight-tenths per

TABLE II
Academic Training above the High School of 963 High School Teachers

Years Above High School	Teachers	
	Number	Per Cent
Not stated.....	41	4.3
None	2	0.2
1	4	0.4
2	18	1.8
3	23	2.4
4	648	67.4
5	220	22.8
6	1	0.1
7	6	0.6
Total	963	100.0

cent of all the teachers held the master's degree and .6 per cent were doctors of philosophy.

Table III presents the teaching experience of the group.

The median is somewhat above 9 years. The foreign language and natural science departments rank first with a median of approximately 11.5 years of teaching experience. If it is assumed that the group of teachers who did not state their teaching experience, had none, it would

TABLE III
Teaching Experience of 963 High School Teachers

Teaching Experience	Teachers	
	Number	Per Cent
Not stated.....	6	0.6
None	26	2.7
1 to 5 years.....	215	22.3
6 to 10 years.....	312	32.5
11 to 15 years.....	177	18.4
16 to 20 years.....	114	11.8
21 to 25 years.....	68	7.1
26 to 30 years.....	20	2.1
31 to 35 years.....	12	1.2
Over 35 years.....	13	1.3
Total	963	100.0

mean that only 32 teachers or 3.3 per cent of the total group were in their first year of teaching—a relatively low percentage.

Table IV gives the professional training of the group. The majority of the individuals who did not state their professional training indicated that they did not have their credentials at hand for reference and so could not give an accurate reply. It is also possible that some

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TABLE IV
Professional Training in Education, Psychology, and Special Methods of 963
High School Teachers

Semester Hours	Education Teachers		Psychology Teachers		Special Methods Teachers	
	No.	Per cent	No.	Per cent	No.	Per cent
Not stated.....	55	5.7	83	8.6	71	7.4
None	42	4.4	85	8.8	139	14.4
1 to 4.....	136	14.1	265	27.5	257	26.7
5 to 10.....	402	41.6	443	46.1	343	35.4
11 to 17.....	200	20.8	76	7.9	106	11.0
18 to 27.....	96	10.0	10	1.0	32	3.3
28 to 40.....	27	2.8	1	0.1	10	1.2
over 40.....	5	0.6	—	—	5	0.6
Total	963	100.0	963	100.0	963	100.0

of the replies which were given were not complete, due to lack of sufficient space provided on the check list. Some of the teachers did not give a complete record of their professional training.

Tabulation of the replies on professional training in Education indicates the median number of semester hours for the group to be 9.11. The natural science and social studies departments rank highest with a median of approximately 11 semester hours in Education. The foreign language and mathematics groups rank lowest with 5.9 semester hours and 6.4 semester hours, respectively.

The median number of semester hours in Psychology and Special Methods for the entire group is 6.21 and 6.04, respectively. There is little departmental variation with the exception of one department, namely the foreign language group which shows a median of 8.55 semester hours in special methods, while the other departments range between 4.81 and 6.5 semester hours.

The group of teachers reporting no training in Education is composed, in part, of some of the older teachers in service who probably secured their college training before courses in Education were required of prospective teachers. The large group of teachers who report no training in Psychology and Special Methods may be due, in part, to similar causes in addition to the fact that some colleges at the present time do not require courses in Psychology and Special Methods for graduation. Nearly 80 per cent of all the teachers, however, report some experience in all three fields. Their professional training is least in Psychology and Special Methods.

It may be said that this group of teachers represents a body qualified to express judgments on professional problems relative to administration in high schools.

4. The Limitations of the Study

The study may appear to have limited value due to the arbitrary methods used in grouping the data. For example, the various subject combinations which make up each department may be questioned. The advisability of combining teachers of one year's experience with those

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of four years' experience may also seem injudicious. These matters were given consideration and where any suggestion of invalid representations were discovered the facts were isolated and shown in their true setting. It may be said, with some assurance, that such instances were few and that the results indicated herein would not be radically changed if other groupings, in keeping with the purpose of the thesis, were used.

II. THE ORGANIZATION OF THE CURRICULUM

Probably no other problem in administration is more vigorously attacked, in an attempt to bring about needed reforms, than the curriculum. The abilities of the pupil, the present and future needs of the pupil, the needs of the community and how these abilities and needs may best be served, to a large degree determine the form and content for the curriculum. The teachers were interrogated on the subject of the form for the curriculum in an effort to determine their attitudes and to find out whether or not the attitudes had departmental significance.

1. The Best Form for the Curriculum

The teachers were asked to check the *one* statement that most nearly represented their views of *the best form for the curriculum*. The following statements were presented:

1. Issued in a detailed outline syllabus with reference to basic and supplementary texts.
2. Based on the content contained in a first-class textbook with freedom granted to individual teachers to vary the amount in accordance with the capacity of the class.
3. Outlined briefly in teaching units with reference material listed under major problems.
4. Organized under general and specific teaching objectives with specific references to basic and supplementary texts for each section of the outline.

Table V presents the percentage distribution of the teachers' replies.

TABLE V
Percentages of Teachers' Replies on the Best Form for the Curriculum

Department	No Reply	Statements				Total	Statement Preferred
		1	2	3	4		
English	4.3	8.7	26.0	38.8	22.2	100.0	3
Foreign Lang.	10.7	4.3	60.2	17.2	7.6	100.0	2
Mathematics	—	4.5	56.1	30.7	8.7	100.0	2
Nat'l. Sciences.....	1.9	11.5	36.7	33.7	22.2	100.0	2
Social Studies.....	4.7	5.7	18.6	52.4	18.6	100.0	3
Voc. Subjects.....	6.5	8.2	32.6	29.3	23.4	100.0	2
Fine Arts.....	14.7	8.8	14.7	23.6	41.2	100.0	4
Physical Ed.....	30.8	5.2	18.0	33.1	12.9	100.0	3
More than One.....	2.9	5.2	34.2	38.0	19.7	100.0	3
Total	6.0	6.5	34.1	34.3	19.1	100.0	—

Table V shows considerable departmental variation. In general, the teachers of those subjects not so exact in their make-up prefer the

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unit plan in curriculum organization and the more exact subjects, such as foreign language, mathematics, and the natural sciences, prefer a basic text. Teachers' preferences seem to follow closely the present organization of curriculum content for the courses in which they are teaching.

The English teachers would like to divide their material into units of major problems with reference material listed under each. The same is true for the social studies and physical education. The teachers in the so-called exact sciences and the foreign languages, prefer to cling to a first class textbook with the privilege of using as much of the material therein as the ability of the class will permit. There is shown a slight tendency for the teachers of the vocational subjects to prefer the textbook. The evidence is colored, however, by the nature of the subjects within the group, as shown in Table VI.

TABLE VI
Judgments of Teachers of Vocational Subjects on the Best Form for the Curriculum

Subject	No Reply	Statements				Total
		1	2	3	4	
Industrial Subjects and Mechanical						
Drawing	7	5	15	21	17	65
Home Economics...	3	6	9	10	13	41
Commercial	2	4	36	23	13	78
Total	12	15	60	54	43	184

The teachers of commercial subjects, no doubt influenced by book-keeping and shorthand, prefer the textbook. There is diffusion of opinion in the home economics subjects, with greatest emphasis on the fourth statement: Organization under general and specific teaching objectives. The industrial subjects slightly prefer that the curriculum be outlined briefly in teaching units. There is some tendency for vocational teachers to choose the textbook in mechanical drawing and automobile mechanics and organization under general and specific objectives in the trade subjects. These percentages are shown in Table VII. If textbooks are available, these teachers like to use them.

TABLE VII
Percentages of Replies of Vocational Teachers on the Best Form for the Curriculum

Subject	No Reply	Statements				Total	Statement Preferred
		1	2	3	4		
Industrial Subjects and Mechanical							
Drawing	10.7	7.7	23.1	32.4	26.2	100.0	3
Home Economics...	7.3	14.7	21.9	24.4	31.7	100.0	4
Commercial	2.5	5.0	46.1	29.5	16.9	100.0	2

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Teachers of the fine arts prefer the organization of the curriculum under general and specific objectives with specific references to basic and supplementary texts for each section of the outline. This is probably due to the nature of the subject and the results desired in appreciation and skill.

Additional evidence indicates that the older teachers in years of experience and those with a smaller amount of professional training in Education and Psychology prefer to rely upon the textbook while younger teachers in point of service and those with more professional training in Education and Psychology prefer curriculum organization in the form of teaching units. This evidence is presented in Tables VIII, IX, and X.

The experiences and training of the teachers may be significant in their expression of judgment.

TABLE VIII

Number and Percentages of Teachers' Preferences for Textbooks or Teaching Units Compared with their Teaching Experience

Teaching Experience	Curriculum Organization	Teachers	
		Number	Per Cent
Ten Years or less.....	Textbook	170	45.1
	Teaching Units.....	206	54.9
	Total	376	100.0
Eleven Years or more.....	Textbook	144	54.6
	Teaching Units.....	120	45.4
	Total	264	100.0

Volunteer replies suggest little additional information with regard to teachers' attitudes on the best form for the curriculum. Several combinations of the suggested statements were proposed. For example, an instructor of the natural sciences wanted to combine the textbook with the unit plan of organization. Several English teachers would like a detailed syllabus and a basic text using the unit organization for purposes of assignment. Other suggested combinations were of a similar nature.

TABLE IX

Number of Percentages of Teachers' Preferences for Textbooks or Teaching Units Compared with their Professional Training in Education

Professional Training In Education	Curriculum Organization	Teachers	
		Number	Per Cent
4 Semester Hours or less.....	Textbook	78	53.6
	Teaching Units.....	65	46.4
	Total	143	100.0
4 Semester Hours or more..	Textbook	235	43.9
	Teaching Units.....	260	56.1
	Total	495	100.0

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TABLE X

Number and Percentages of Teachers' Preferences for Textbooks or Teaching Units Compared with their Professional Training in Psychology

Professional Training in Psychology	Curriculum Organization	Teachers	
		Number	Per Cent
4 Semester Hours or less.....	Textbook	157	54.6
	Teaching Units.....	136	45.4
	Total	293	100.0
4 Semester Hours or more..	Textbook	155	43.9
	Teaching Units.....	198	56.1
	Total	353	100.0

2. The Best Method of Organizing the Curriculum

The results of curriculum reconstruction activity in the various school systems throughout the country, probably, is in no way better reflected than in the teachers' reactions to the statements involving the best method of organizing the curriculum. They were asked to check the *one* statement that most nearly expressed their view regarding *the best method of organizing a curriculum*. The statements were as follows:

1. Have curriculum experts to revise it and do not bother the teachers about it.
2. Send out to progressive schools for their curriculums and make a composite curriculum from the best materials found.
3. Have a committee of teachers from each department to work out tentative curriculums for trial and subsequent revision in the light of general findings.
4. Let the administrative officers make the curriculum and instruct the teachers regarding the best methods of teaching it.

A tabulation of the teachers' judgments is shown in Table XI.

The table indicates rather conclusively that a decided majority of the teachers in all departments prefer to have the curriculum organized

TABLE XI

Percentages of Teachers' Replies on the Best Method of Organizing the Curriculum

Department	No Reply	Statements				Total	Statement Preferred
		1	2	3	4		
English	10.0	3.9	7.3	74.4	4.4	100.0	3
Foreign Lang.	1.0	4.1	7.3	79.5	8.1	100.0	3
Mathematics	10.1	4.3	.1	79.2	4.3	100.0	3
Nat'l Science.....	7.6	5.7	7.5	71.7	7.5	100.0	3
Social Studies.....	11.3	1.8	9.4	72.8	4.7	100.0	3
Voc. Subjects.....	3.2	2.7	8.2	78.3	7.6	100.0	3
Fine Arts.....	5.8	2.9	5.8	82.5	3.0	100.0	3
Phys. Education..	7.6	2.6	15.4	66.7	7.7	100.0	3
More than One..	5.2	7.0	2.0	75.2	10.6	100.0	3
Total	7.1	4.1	6.7	75.3	6.8	100.0	—

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by committees of teachers from within their ranks. It may be safely assumed that progressive teachers feel that committees composed of members of their own group are best able to formulate a desirable and continuously revised curriculum because of the close relationship between them and their pupils. They, more than any other agent, are aware of the pupils' physical and intellectual maturity and their present and future needs for effective social participation.

A slight divergence of opinion is noticeable in the physical education group who to some extent think that desirable results may be secured by canvassing other progressive schools and incorporating the better parts of their curriculum into one for their own use. This may be explained by the fact that the means for promotion of health are rather definite and not so variable with respect to local environment as other departmental subjects may be. This divergence, however, may be insignificant, due to the relative smallness of the group. Other judgments contrary to those expressed under the third statement seem to have little significance.

Volunteer replies to this question show little departmental significance. Again, various combinations are suggested. Members in the foreign language group want to combine the activities of curriculum experts and a committee of teachers: a suggestion worthy of note. Also combinations of teacher committees and administrative officers, with the administrators doing the work and the teachers criticizing, are suggested. One teacher thinks in terms of simplifying pupil transfer and suggests that which ever way it is organized it should be "standard for the State." A member of the English group says that it "depends on the faculty" and another complains that a teachers' committee "was not effective, the department heads did all of the work."

3. The Best Type of Lesson Plans

The teachers were asked to check *one* statement that most nearly represented their view of lesson plans. Current opinion seems to indicate that on the whole teachers do not want to bother with lesson plans. This opinion is not substantiated in the evidence. No other section of the check list received as many volunteer responses as this one. There is considerable diffusion both in the teachers' volunteer replies, and their preferences as indicated on the check list.

The items, on which they were asked to express an opinion, were:

1. Daily lesson plans should be prepared in written form at least one week in advance and should be made available for supervisory officers.
2. Lessons should be outlined in large units only, and should be made available in mimeographed form for pupils and supervisory officers.
3. Written or mimeographed lesson plans or outlines are unnecessary if the course of study is prepared in syllabus form.
4. Written or mimeographed lesson plans or outlines are unnecessary if a first class textbook is made the core of each curriculum.

Table XII presents the distribution of teachers' judgments on their views of lesson plans. The evidence shows a tendency for all de-

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partments to prefer the second statement, namely, that lessons should be outlined in large units only. Departmental variation is evident, however.

There is a sufficiently large percentage of the foreign language, mathematics, and natural science groups to warrant some concern, who indicate that written or mimeographed lesson plans or outlines are unnecessary if a first class textbook is made the core of the curriculum.

TABLE XII
Percentages of Teachers' Judgments on Their Views of Lesson Plans

Department	No Reply	Statements				Total	Statement Preferred
		1	2	3	4		
English	5.6	18.4	52.8	11.6	11.6	100.0	2
Foreign Lang...	14.1	29.0	26.8	4.3	25.8	100.0	1
Mathematics	7.6	17.5	34.5	4.2	36.2	100.0	4
Nat'l Science....	9.6	13.4	46.2	8.6	22.2	100.0	2
Social Studies....	1.8	12.2	60.7	14.0	11.3	100.0	2
Voc. Subjects....	11.5	16.8	46.2	9.8	15.7	100.0	1
Fine Arts.....	20.5	32.4	23.6	14.7	8.8	100.0	1
Phys. Education.	33.2	17.9	28.7	15.2	5.0	100.0	2
More than One.	7.6	17.9	46.3	11.7	16.5	100.0	2
Total	9.6	18.2	44.5	10.2	17.5	100.0	—

This attitude does not suggest progressive teaching and to some extent belies the superior professional experience that these groups have. The textbook, even though up-to-date, cannot provide the necessary details for teaching emergencies which arise in local situations. It is in this respect that lesson plans, carefully formulated, are of value.

The English department, the social studies, natural science, and vocational subjects distinctly prefer the second statement. The unit plan of organization is rapidly being developed, and is used to some extent in these departments, which may account for its preference by them. The teachers' views on lesson plans in the English and social science departments concur with their views as presented in Table V in which preference is shown for curriculum organization outlined briefly in teaching units.

In foreign language there is about an equal diffusion of replies among the first and second and fourth statements. Some of the group feel that carefully prepared lesson plans, formulated daily, are essential because the "learning rates are so variable in foreign languages." Almost as many, however, prefer the outline to be made in large units only. This difference of opinion may be reflected in the quality of teaching. Approximately an equal number would not spend the time detailing lesson plans, but would fall back entirely on the textbook.

There is little indication that the teachers are willing to substitute a course of study prepared in syllabus form for written or mimeographed lesson plans. The judgments rendered by the teachers, under the third statement, especially the foreign language, mathematics and social

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science groups are sufficiently small, in comparison with the percentages in the other columns, to substantiate such a conclusion.

A slight majority in the mathematics group indicate that mimeographed lesson plans and outlines are unnecessary, if a good textbook is used, but almost an equal number prefer the unit type of organization. This does not coincide with the evidence shown in Table V in which a decided majority of the mathematics teachers express a preference for the textbook.

The fine arts group prefer lesson plans prepared daily probably for the reason expressed by the foreign language group: namely, that learning rates in these subjects are extremely variable. The majority in the physical education department favor lessons outlined in large units only.

The percentages shown under the column headed "no reply" may indicate the degree of assurance which the teachers in the various departments possessed with reference to the question. It may be said that the older departments have rather definite convictions as to the preparation of lesson plans and their value. That the foreign languages, especially Latin and German are having difficulty in maintaining themselves in the curriculum may account for their uncertainty and the high percentage in this group who did not reply.

Volunteer replies suggest that the teachers believe that the type and preparation of lesson plans should vary with the experience of the teacher and the unit of the subject for discussion. Such opinions as, "daily lesson plans for the beginning teacher" and "there should be no vagueness in the minds of the teacher" were frequently expressed. There is some objection voiced to the mimeographed form for lesson plans. Some think that plans should be "tentative only, and revised from day to day." Others suggest that large units in mimeographed form are essential to "get the perspective." The vocational subject teachers claim that "it is impossible to make daily plans where learning depends upon skill, and each step must be mastered before going on to the next." "Plans are useful where substitute teachers are called in frequently." Foreign language and mathematics teachers prefer to "leave it to the text" with supplementary material.

There is no evidence to support the fact that the younger teachers, in experience, prefer daily lesson plans or "that it is best for them." There is some reaction against the phrase, "available for the supervisor," which is found in the first and second statements. Some assert that "brief notes are better than written plans." We may assume from the evidence, however, that the majority of the teachers in each group believe that written lesson plans of some sort are essential and beneficial.

III. THE SIZE OF THE CLASS IN RELATION TO INSTRUCTION

1. The Number of Pupils Who Can Be Taught Efficiently By a Teacher Per Day

The opinion held by some teachers that best results are always secured in classes where the total enrollment is small is considered

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fallacious.¹ Teachers as a group seem to cling to the traditional belief. They were asked to check the *one* statement that most nearly represented their view of the total number of pupils who can be taught efficiently by a teacher per day. The statements were as follows:

1. Not more than 100 pupils.
2. Not more than 125 pupils.
3. Not more than 150 pupils.
4. Between 150 and 175 pupils.
5. Between 175 and 200 pupils.
6. Over 200 pupils if the curriculum is clearly outlined, the text materials are adequate, and mimeographed tests are provided.

The total number of teachers' replies, grouped by departments and expressed in percentages, is shown in Table XIII.

The evidence presented in the tables substantiates the assertion that the majority of these teachers favor a small teaching load despite the fact that in the larger classes assistance may be given in the form of mimeographed tests with adequate test materials and a clearly outlined

TABLE XIII
Percentages of Teachers' Judgments on the Number of Pupils Who Can be Taught Efficiently by a Teacher Per Day

Department	No Reply	Statements						Total	Statement Preferred
		1	2	3	4	5	6		
English	2.2	26.7	40.6	24.4	5.6	.5	—	100.0	2
For. Lang.	2.0	20.9	44.0	30.0	3.1	—	—	100.0	2
Mathematics ...	—	8.7	46.0	40.8	5.5	—	—	100.0	2
Natural Sci....	11.3	31.9	29.9	24.1	3.8	—	—	100.0	1
Social Studies..	2.8	18.7	34.6	33.6	7.4	—	2.9	100.0	2
Voc. Subjects..	14.1	27.7	19.6	25.5	8.2	1.6	3.3	100.0	1
Fine Arts.....	17.7	23.3	26.5	5.9	17.7	—	8.9	100.0	2
Phys. Ed.....	17.9	12.8	23.0	15.3	10.4	7.6	13.0	100.0	2
More than One..	4.1	21.3	31.8	29.0	9.8	2.0	2.0	100.0	2
Total.....	6.6	23.2	33.0	27.2	7.0	1.0	2.0	100.0	—

curriculum. Not more than ten per cent are willing to say that a teacher may instruct efficiently more than 150 pupils per day.

There is some departmental variation indicated by the replies. A large percentage of teachers in the mathematics and physical education groups think that 125 or more pupils may be efficiently taught in one day. Instruction in relatively large groups is common in the physical education department. The majority of these teachers, however, do not advise more than 150 pupils per day. Consistent use of textbooks and the comparative ease with which mathematics test papers are graded probably account for the attitude of the mathematics teachers who seem to rank slightly above the other academic groups. The laboratory subjects, particularly the natural science and vocational subjects depart-

¹C. O. Davis, "The Size of Classes and the Teaching Load in the High Schools Accredited by the North Central Association," *School Review*, XXXV (June, 1927), 401-9.

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ments are strongest in the belief that 100 pupils or less are sufficient for effective teaching. The attitudes of some of the teachers in these departments may be attributed to limited laboratory space and equipment. A significant percentage in both departments, however, indicate that over 100 pupils may be efficiently taught.

The largest percentage of teachers in all other departments prefer to handle not more than 125 pupils per day. There are almost as many teachers in these departments, however, who think that a teacher may successfully instruct as many as 150 pupils per day. The fine arts department is an exception.

Beyond 150 pupils per day the replies are few and scattered. A few departments notably the physical education, fine arts, vocational, and social studies groups signify that over 200 pupils may be taught efficiently by a teacher in one day if the curriculum is clearly outlined, the text materials adequate, and mimeographed assistance is furnished. The fine arts as well as the physical education groups have been accustomed to large classes for some time. The vocational subjects and social studies are rapidly employing the unit type of organization in instruction, by means of which larger classes may be handled with more ease. This may account for the judgments expressed in these departments.

The same general conclusions are shown more clearly if the data are grouped into frequency tables, a sample of which is shown for the English department in Table XIV.

TABLE XIV

Judgments of Teachers in the English Department on the Number of Pupils Who Can Be Taught Efficiently by a Teacher Per Day.

Pupils Per Day	Frequency	Median
200 or more.....	0	
175 to 200.....	1	
150 to 175.....	10	
125 to 150.....	44	
100 to 125.....	73	
Not more than 100.....	48	113.70
Total	176	

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The result of similar tabulations for each department, with their rank, is shown in Table XV.

TABLE XV

Judgments of Teachers on the Median Number of Pupils Who Can Be Taught Efficiently by a Teacher Per Day Ranked by Departments

Department	Median	Rank
English	113.67	2
Foreign Languages.....	116.15	3
Mathematics	122.85	8
Natural Sciences.....	110.87	1
Social Studies.....	121.60	7
Vocational Subjects.....	119.42	5
Fine Arts.....	116.65	4
Physical Education.....	133.32	9
More than One.....	121.02	6
Total	119.05	—

An examination of Tables XIII and XV gives a fairly accurate picture of the attitudes of the teachers. There is not a considerable amount of departmental deviation shown, except in the case of the physical education department whose median lay between 125 and 150 pupils. It is significant that the medians of the laboratory subjects are well diffused among the medians of the academic subjects which may indicate that considerations other than laboratory facilities determine the teachers' attitudes. The teaching procedures employed are significant; also the form of curriculum organization used.

The volunteer responses indicate a wide divergence of opinion even within departmental groups. Following, are a few quotations. From the English group:

"In language and composition 75 pupils per day are sufficient. In literature and content courses 150 pupils per day may be efficiently taught."

"Thirty pupils per class are quite enough if one is to teach boys and girls rather than subjects."

The foreign language group indicate, in nearly every response, that they prefer 100 or fewer pupils per day because "much individual attention," "close contact with the students" or the "personal element" is of importance in foreign language instruction.

One individual in the mathematics group says that he may teach efficiently as many as 150 pupils per day "if homogeneous grouping is used."

Some natural science teachers prefer "small numbers for laboratory classes." One teacher states that it "depends upon the extra-curriculum activities one is required to supervise."

The following quotations are from the social science group.

This depends entirely upon the personality of the teacher and the type of instruction employed. A lecture technique seems to permit almost

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unlimited numbers up to the point of defective audition. Instruction to eliminate individual defects and improve abilities demands a reasonably small number, say 100.

"This is important. It means high or low scholarship."

"If room were available for conferences and make up work for absentees, I should be able to handle 175."

Numerous responses came from the vocational department. Some of the typical ones are:

"I now have 250 pupils per day." (Shorthand and typewriting)

"I have three classes of 50 pupils each." (Printing)

"Not over 96 student clock hours." (Home economics)

"In my department (architectural drawing), enrollment has reached as high as 250 per day. Efficiency depended upon a carefully planned curriculum one semester in advance."

"The number is not important in drawing classes if material and equipment are available."

Two teachers of different subjects—home economics and typewriting—say practically the same thing.

Smaller numbers are better in the initial stages in teaching skilled subjects. When the need for supervision in habit formation is diminished the number may only be limited by the teacher's capacity for checking papers.

"If clerical help is provided over 200 is all right."

"Seventy-five pupils, if they are kept for a double period."

"Over 100 pupils would cause serious 'formalism' in teaching shop-work."

One teacher in the fine arts says over 200 is all right "if clerical assistance is afforded."

A physical education teacher says "less than 100 in rhythm, not over 125 in swimming and between 150 and 175 in gymnastics."

Individual attention, the personal element, extra curriculum activities, homogeneity in grouping, and clerical assistance are recurrent phrases found in many of the responses. With the exception of the few teachers quoted, the majority want small groups for their subjects, many of them admitting at the same time that there are certain subjects other than their own in which over 200 pupils could be efficiently taught.

2. The Effect of the Size of the Class on Teaching and Learning Efficiency

The teachers were asked to check *any* of the following statements that most nearly represented *their opinion of the effect of the size of class on teaching and learning efficiency*.

1. Class work can be carried on most efficiently if the enrollment average is from 40 to 45.
2. The best class work is accomplished when the enrollment average is from 30 to 35.
3. The best class size for efficient teaching is 20 to 25.
4. In classes enrolling more than 35 pupils the chief difficulty of the teacher is to hold the attention of the pupils.
5. The greatest problem of the teacher in teaching classes of more

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than 35 pupils is to find time to read and correct the written work of the pupils.

6. The greatest difficulty experienced by a teacher in handling classes of more than 35 pupils is the supervision and direction of the pupils' study.

7. Classes of 35 or more pupils are more interesting to the teacher and are more easily taught than classes of 25 or fewer pupils.

Table XVI gives the percentage distribution of the teachers' replies.

TABLE XVI

Percentages of Teachers' Replies on the Effect of the Size of Class on Teaching and Learning Efficiency

Department	No Re- ply	Category							Total	Statement Preferred
		1	2	3	4	5	6	7		
English	2.2	1.2	7.4	40.8	2.2	30.1	16.5	1.8	100.0	3
For. Lang.	1.0	0.6	9.2	44.5	6.1	24.6	13.2	1.8	100.0	3
Math.	1.1	0.5	19.4	33.0	4.0	20.1	20.1	2.9	100.0	3
Nat. Sci.	1.9	1.1	9.2	39.7	6.4	22.6	17.2	3.8	100.0	3
Soc. Stud.	2.8	0.4	13.2	34.4	6.3	23.1	19.2	3.4	100.0	3
Voc. Sub.	6.5	2.1	14.4	43.7	4.2	19.3	13.1	3.2	100.0	3
Fine Arts.	20.5	2.3	11.6	46.5	11.6	16.3	9.4	2.3	100.0	3
Psy. Ed.	10.2	20.8	22.9	22.9	6.2	4.2	14.6	8.4	100.0	2 and 3
More than One	2.3	1.8	8.9	40.2	4.7	24.3	18.0	2.1	100.0	3
Total	3.6	1.8	11.5	39.5	4.8	23.3	16.3	2.8	100.0	—

Table XVI again, substantiates the statement made in the foregoing section that the teachers, in general, prefer small classes. In all departments 39.5 per cent of the replies indicate a preference for classes whose average enrollment lay between 20 and 25 pupils. In each department with the exception of the physical education group, the explanation for the preference lay in the difficulty of finding time to read and correct the written work of the pupils. It may be assumed from the evidence presented that the physical education group find difficulty in the supervision and direction of individual pupils, probably, in corrective work in the gymnasium. Almost 23 per cent of the replies of the physical education teachers, however, say that the best class work is accomplished in classes of from 30 to 35 pupils and nearly 21 per cent indicate that classes of from 40 to 45 are the ideal. A noticeable percentage of replies of the mathematics, social studies, vocational subjects, and fine arts teachers indicate, under the second category, that classes above 25 in enrollment may accomplish the best work. The teachers of these departments show the same tendency to accept larger classes, in Table XV.

The fine arts group indicate more than any of the other groups that in classes enrolling more than 35 pupils the chief difficulty of the teacher is to hold the attention of the pupils. The English department apparently has least difficulty in holding the attention of pupils. There is no marked tendency to be noted in any of the other groups under this category.

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The correction of written work in classes of more than 35 is of greatest concern to the English department. This is in accord with expectations in view of the amount of written work usually required of pupils in this department. The other academic subjects tend to stress this point in about equal proportion. The vocational and fine arts departments are confronted with the problem of correcting written work to a lesser degree. The physical education group would naturally be lowest in this respect due to the nature of their activities.

Insufficient time for the supervision and direction of the pupils' study is of greatest concern to the mathematics department. That is probable, since learning difficulties of pupils is admittedly a serious problem in teaching mathematics. That the social studies rank next under this category is probably due to the arrangement of their curriculum in teaching units. This department, as was indicated in Table V, definitely prefers the unit method of subject matter organization. The fine arts rank lowest under the sixth category, indicating, probably, that the matter of pupils' study, in the classroom, does not greatly concern them.

The physical education group, say, more than any of the other groups, that the larger classes are interesting and more easily taught. The percentages shown for the other groups are all sufficiently small to be negligible.

The same divergence of opinion is expressed in the volunteer replies under these categories as was found under Table XIII. Lack of time for individual help, no clerical assistance, and lack of sufficient reference books for all pupils, are the main objections. In the foreign language group one teacher of Latin says that "large classes permit no time for everyone to talk during the class hour." Another says, "A Cicero or Virgil class of selected pupils can be well taught with 40 in the class." The teaching procedures employed would seem to be important in this difference of opinion, as well as, homogeneity in grouping and the age of the pupil. The same divergence, within groups, is expressed by teachers in the other departments.

IV. PUPIL FAILURES

1. The Causes of Pupil Failures

Pupil failures cause considerable administrative concern. They are expensive, in most instances a waste of time, and occasionally they have a decided psychological effect upon the individual pupil. The teachers were asked to check the *statement or statements* which most nearly represented *their opinion as to the causes of pupil failure in their courses*. Seven statements were submitted. They were:

1. Pupils have not learned how to study independently.
2. Pupils do not prepare conscientiously the home work assigned.
3. Pupils do not possess the mental capacity required to carry the courses satisfactorily.
4. Pupils are not interested in the work.

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5. Pupils do not choose to meet the standard required to pass the courses.
6. Pupils are too irregular in attendance.
7. Pupils are not sufficiently grounded in the fundamentals of the elementary school.

Table XVII presents the percentage distribution of teachers' replies on the causes of pupil failure. The judgments expressed in Table XVII indicate that teachers believe that the inefficient study habits of pupils are, to a large degree, responsible for failures in their subjects. Other statements in the order of their preference are: the home work is not conscientiously prepared; lack of adequate elementary foundation;

TABLE XVII
Percentages of Teachers' Replies on the Causes of Pupil Failure

Department	No Reply	Statements							Total	Statement Preferred
		1	2	3	4	5	6	7		
English	1.6	32.6	18.9	10.1	3.4	6.6	9.3	19.1	100.0	1
For. Lang.	—	31.1	18.8	12.4	4.8	7.2	8.1	17.6	100.0	1
Math.	2.2	27.0	15.1	14.5	9.2	8.4	11.2	14.6	100.0	1
Nat. Sci.9	29.4	21.8	10.4	7.2	11.6	7.6	12.0	100.0	1
Soc. Stud.	3.7	32.2	15.5	11.1	7.2	7.2	12.0	14.8	100.0	1
Voc. Sub.	3.4	26.0	14.6	17.2	7.3	8.8	12.4	13.7	100.0	1
Fine Arts.	8.8	27.5	13.6	13.6	10.2	12.0	7.6	15.5	100.0	1
Phys. Ed.	20.5	8.1	6.5	5.4	27.8	16.3	24.5	11.4	100.0	4
More than One	2.3	29.8	15.6	7.1	8.0	10.7	10.7	18.1	100.0	1
Total	3.2	30.1	16.8	11.6	7.2	8.9	10.6	15.8	100.0	—

lack of mental capacity; irregular attendance; lack of interest; and unwillingness of the pupils to meet the required standards.

One noticeable exception is in the physical education department where 52 per cent of the teachers say that lack of interest and irregular attendance causes many of their failures. This situation may be due to the fact that in some schools, while physical education is compulsory, little significance is attached to grades. The teaching procedures employed by this group may be faulty and may fail to stimulate interest. Lack of interest is given as a cause by 10.2 per cent of the fine arts teachers. One may attribute lack of interest in this department in part, to the teaching methods employed, especially if a large degree of facility is required of immature pupils. It is interesting to note that the English department considers its failures are, least of all, due to lack of interest.

Another deviation of some importance is the indication of the vocational subjects group that their failures are, to some extent, due to lack of mental capacity. This statement ranks second within the group while in all other departments its position is fourth or higher. This group has long felt that pupils who are considered mentally deficient are advised by some administrative authorities to enroll in vocational subjects classes. There is little justification for such a practice.

Very little independent study is required of pupils in the physical

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education department which accounts for the low percentages shown by this department under the first statement. The situation is the same under the second statement. With this department study habits are not an important factor.

In general those departments which advance the element of interest in their diagnosis of pupil failure, rank highest in saying that pupils do not choose to meet the standards required to pass the courses. In no better way may the educational principle, that interest in fundamental to achievement, be shown. Pupil interest to a very large degree, however, depends upon the manner in which the subject matter is organized and presented.

It is difficult to account for the importance attached by some departments over others to irregular attendance unless more information is known. The physical education group ranks highest by a large majority in this respect with some inclination for the vocational subjects, social studies, and the mathematics department to overshadow slightly the remaining departments. Probably the opportunity afforded in each department for making up assignments that are missed, due to absences and other causes, is a factor involved.

All departments show a relatively high percentage in attributing pupil failure to insufficient grounding in the fundamentals of the elementary school. The volunteer replies place a large responsibility on the insufficient language foundations exhibited by the pupils.

Significant volunteer replies, the substance of which is not implied through a study of the check list, give, foundation in the mechanics of language, poor motor coordination, physical maladjustments, the pupils' over-confidence or lack of confidence in their abilities, poor parental cooperation and home conditions, unwarranted pupil promotions, and social distractions, as causes for pupil failure. Chief among these causes is language difficulty, in almost every department. A few replies and the subject, or department from which they emanate, are quoted.

(Shorthand) "Advanced students fail because of a poor foundation in the mechanics of English."

(Foreign Languages) "Pupils do not know their English grammar." "Lack of language aptitudes."

(Mathematics) "Language difficulties."

(Social studies) "Difficulty in reading."

(English) . . . "Especially reading."

Remedies for Pupil Failure

After the teachers were asked to express their opinion as to why pupils fail in their courses they were given the opportunity to suggest remedies for failure. Eight statements were offered in the check list and in addition, as in the other sections, space was provided for any volunteer statement that more nearly reflected their views. The following list of statements was submitted:

1. Pupils should not be admitted to the courses unless they have passed a preliminary test.

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2. Pupils should understand clearly in advance of enrollment the nature of the course and the standards of work required for credit. If failure results the responsibility then rests on the pupil.
3. Differentiated assignments for fast, average, and slow pupils should be permitted and credit given for accomplishment in proportion to ability.
4. Minimum essentials should be outlined and required of all pupils. Additional work should be required of those capable of doing more than the essentials.
5. Special classes should be created for pupils who are unable to meet the standard requirements of the course.
6. Case studies of pupils should be made by the principal when the first symptoms of failure are observed, and causes discovered and remedial treatment recommended.
7. The teacher should be permitted to adapt the course materials to the needs of individual pupils, and to award credit according to the ratio of accomplishment to ability.
8. The pupils should be arranged in ability groups at the beginning of each semester or year, and inter-group transfers permitted on the basis of subsequent accomplishment.

Table XVIII gives the percentages of teachers' judgments based upon the distribution of replies and shows that approximately 22 per cent of the teachers believe that a standard minimum requirement to be mastered by all pupils with opportunities for enriching the subject matter for the more capable pupils is the best method for reducing failures. This plan is not favored by the fine arts and physical education departments. The fine arts group prefer differentiated assignments used

TABLE XVIII
Percentages of Teachers' Replies on the Best Remedies for Pupil Failure

Department	No Reply	Statements								Total	Statement Preferred
		1	2	3	4	5	6	7	8		
Eng.	3.3	6.2	5.2	16.2	21.8	17.3	11.3	8.5	13.5	100.0	4
For. Lang.	3.2	8.7	9.8	12.1	20.9	12.6	11.1	6.5	18.3	100.0	4
Math.	3.2	6.7	4.9	15.8	31.7	15.0	12.3	6.4	17.2	100.0	4
Nat. Sci.	4.8	2.9	9.5	15.1	27.4	9.9	13.6	9.9	15.7	100.0	4
Social Sub.	3.7	1.8	6.7	16.5	24.3	10.1	5.8	13.1	12.7	100.0	4
Voc. Sub.	5.4	9.6	13.2	14.0	21.1	11.4	9.1	10.0	11.6	100.0	4
Fine Arts.	5.8	6.0	15.5	15.5	14.3	14.3	8.4	13.0	13.0	100.0	2 and 3
Phys. Ed.	17.9	3.5	12.6	16.0	12.6	19.6	7.1	14.3	14.3	100.0	5
More than One	1.5	4.7	6.4	15.5	21.9	15.3	12.6	10.8	12.8	100.0	4
Total	4.3	5.4	8.4	14.7	22.1	13.7	11.7	9.8	14.2	100.0	—

in a three tract plan and acquainting the pupil with the nature of the work before he is permitted to enroll. This variation is not significant, however, since there is a wide diffusion of answers within the group. Special classes for pupils who are unable to meet the standard requirements of the course are advocated by the physical education teachers.

There is some indication that teachers in the special subjects want

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pupils to have a clear understanding of the nature of their course before enrolling them. The same teachers, including those in the social studies department, show a slight preference for adapting the course materials to the needs of individual pupils and to award credit according to the ratio of accomplishment to ability. In contrast, the academic subjects, excluding the social studies, above all other groups would like to have case studies made of failing pupils to be used as a basis for remedial treatment. The departure of the social studies from the academic group in respect to these two categories may be significant and an explanation again found in the unit type organization of instruction for which they, to a greater degree than any other department, show preference.

The vocational subjects to some extent want to admit pupils to their department only after the satisfactory mastery of a preliminary test. This may be important in the selection of competent individuals for vocational proficiency in their particular subjects. The foreign languages also favor this method above other groups. It is indicated that specialized capacity in these two departments is essential. The social studies are least interested in using a preliminary test as a method of eliminating pupil failures. In general, those subjects in the high school which may be elected rank slightly higher under this category than the subjects which are required.

The physical education department prefers special classes for pupils who are unable to meet their requirements. This tendency is shown to some extent in the English department. The natural sciences are least interested in special classes. Their attitude may be due to the exact and broad nature of the content of science courses. Yet, pupils' difficulty in mastering the subjects of this department is one of the reasons for the adoption of a course in general science.¹

Homogeneous grouping is stressed to a greater degree in the academic subjects than in the special subjects. Foreign languages and mathematics rank highest in this respect. The amount of individual instruction employed by departments no doubt influences their attitudes in the matter. Those departments using more individual instruction care less, in general, for ability grouping.

The volunteer replies suggest such administrative methods as: "a passing grade but no college credit to be given for minimum essentials;" "extra study periods;" "individual assistance after school;" and "transference of failing pupils to vocational courses." The last suggestion is interesting in view of the fact that the vocational teachers in the foregoing section indicate that their pupil failures are, to some extent, due to low mental capacity. Probably the suggestion is made, hoping that the interest of the pupil will be increased. The validity of the suggestion may be questioned.

One reply attempts a general solution which seems significant. It is: "Find some way to make the pupil have a larger vision of the purpose and value of what the school will do for him:" again; interest as the basis for achievement.

¹Charles Hubbard Judd, *Psychology of Secondary Education*, pp. 356-7. Boston: Ginn & Co., 1927.

V. THE FUNCTION OF THE TEACHER AND THE PROPER USE OF THE CLASS PERIOD

1. The True Function of the Classroom Teacher

Each teacher was asked to check or state *what he thought to be his true function, as a classroom teacher*. The seven statements given them to be checked were as follows:

1. The teacher should provide incidental training in manners and morals.
2. The teacher should give direct training in manners and morals and see that applications are properly made by the pupils.
3. The teacher should act in *loco parentis* to the pupils and should exact the same kind of respect accorded to parents.
4. The teacher should expose the pupils to facts and see that the facts are well learned.
5. The teacher should help the pupils to acquire good habits of thinking, but should not undertake to tell them what to think.
6. The teacher should strive to make the classroom a real social laboratory in which social knowledge, appreciation, and skills are acquired by the pupils.
7. The teacher should study each pupil carefully, seeking to discover difficulties or deficiencies that prevent normal progress, and to provide proper correctives or remedial treatment to the end that each pupil may develop to the fullest extent the capacity possessed.

Table XIX presents the distribution in percentages of the teachers' judgments. The departmental variation shown in Table XIX is of little significance. The four statements receiving the largest number of replies, fall, in the order of their preference, as follows: Careful pupil

TABLE XIX
Percentages of Teachers' Judgments on the True Functions of the Classroom Teacher

Department	No Reply	Statements							Total	Statement Preferred
		1	2	3	4	5	6	7		
English	1.6	16.8	2.6	5.9	4.3	24.6	22.6	23.2	100.0	5
For. Lang.	—	16.6	1.9	6.4	6.8	24.0	19.0	25.3	100.0	7
Math.	1.0	19.3	2.8	3.8	3.6	24.6	15.9	30.0	100.0	7
Nat. Sci.	1.9	19.1	1.9	6.3	3.5	23.1	19.9	26.2	100.0	7
Social Studies.	1.8	15.4	2.8	4.6	7.2	26.4	26.4	17.2	100.0	5 and 6
Voc. Subjects.	2.1	14.8	4.1	7.7	5.9	23.0	19.0	25.5	100.0	7
Fine Arts.	2.9	16.3	7.1	2.1	5.2	20.4	22.4	25.5	100.0	7
Phys. Ed.	10.2	19.6	8.6	2.4	6.2	23.1	18.2	21.9	100.0	5
More than One.	1.3	16.8	3.2	6.8	6.2	23.4	18.8	24.8	100.0	7
Total	1.9	16.8	2.9	6.2	5.4	23.8	20.4	24.5	100.0	—

diagnosis and proper instructional procedure in order to develop each pupil to the fullest extent of his capacity; help pupils to acquire good habits of thinking; strive to make the classroom a real social laboratory;

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and incidental training in manners and morals. The departments, in general, follow the same order in their preferences for the four statements given.

The mathematics group stress individual diagnosis and remedial treatment. This department, as has been suggested, usually has a high rate of pupil failure. All of the laboratory subjects stress individual diagnosis and remedial treatment. Much of their instructional procedure is individual, which naturally calls for diagnosis and remedial treatment. The social-studies department indicates that the classroom atmosphere of a social laboratory and training in good habits of thinking are of equal importance and should rank first. It is interesting to note that the foreign language, natural science, and mathematics departments lag somewhat in their estimation of the value of creating an atmosphere of the social laboratory in their classrooms. Traditionally, these subjects have been of great social and educational importance in the progress of the human race. Other departmental deviations seem to be of little importance.

A decidedly high percentage of all the teachers believe that manners and morals are best acquired through incidental training rather than through direct training. More lesson learning and the parental attitude receive little consideration. This professional attitude is commendable.

2. The Proper Use of the Class Period

Six statements were submitted to the teachers for an expression of their opinions as to the proper use of the class period. They were as follows:

1. The time of the class period should be divided into three parts for assignment of lessons, explanation of difficulties, and testing.
2. The major portion of the class period should be devoted to study by pupils, under the direction of the teacher.
3. A considerable portion of the class period should be used by the teacher in checking the home work of the pupils.
4. The use made of the class period should be determined by the actual needs of the pupil, discovered at the beginning of each class period through exploratory questions.
5. The use of the class period should be determined by a careful analysis of the learning process involved in the lesson material, and the deficiencies of the individual pupils.
6. The use of the class period should be determined by the written lesson plan prepared in advance for each day.

Table XX presents the distribution of the views of the teachers on the proper use of the class period. Again, departmental deviation is of slight significance. The choice of teachers in all departments, but one, rests on either the fourth or fifth statements, which make the individual diagnosis of pupil needs and deficiencies, and an analysis of the learning process involved, the center of their activity. There is an interesting reversal of opinion in the social studies and fine arts departments under the first and second statements. While all other departments show a

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TABLE XX
Percentages of Teachers' Views on the Proper Use of the Class Period

Department	No Reply	Statements						Total	Statement Preferred
		1	2	3	4	5	6		
English	3.3	18.8	10.8	2.6	35.1	27.6	5.1	100.0	4
For. Lang.	3.2	15.9	11.7	2.1	35.1	30.4	4.8	100.0	4
Mathematics	1.0	17.3	18.6	1.3	36.7	34.0	2.1	100.0	5
Nat. Science.....	4.8	19.0	16.5	—	26.4	32.6	5.5	100.0	5
Social Studies.....	7.4	12.9	17.1	1.9	34.1	30.4	3.6	100.0	4
Vocational Subjects...	7.6	18.4	12.5	0.4	31.0	33.1	4.6	100.0	5
Fine Arts.....	14.7	13.1	21.7	4.3	21.7	32.6	6.6	100.0	5
Phys. Ed.....	43.5	31.0	10.4	—	27.5	20.9	10.2	100.0	1
More than One.....	5.3	16.4	16.4	0.4	32.0	30.0	4.8	100.0	4
Total	6.8	17.5	14.6	1.3	31.4	30.6	4.6	100.0	—

preference for dividing the class period into three parts rather than devoting the major portion of the time to study. These two departments prefer that the class time be spent largely in study. Methods of teaching peculiar to these two subjects and the type of activity employed probably account for the deviation.

It may be assumed, with assurance, that these teachers want the privilege of using the period as best suits the occasion indicated by the needs of the pupils and the learning processes which are involved in the lesson materials. They do not want to be entirely bound by written lesson plans and least of all do they want to check home work during the class hour, even though this last category could seem important in view of the fact that they believe that a large number of failures are due to lack of ability in knowing how to study independently, and laxity in the preparation of home work. A check of the home work may reveal some of the difficulties of the pupils. In general, this expression of judgment is admirable. The fine arts group rank highest under the category referring to a check of the home work. The influence of the graphic arts is seen in the same expression of judgment.

There is some indication that the physical education group, above other departments, favor guidance in the use of the class period, from daily prepared lesson plans. This preference for lesson plans was not apparent in Table XII. The judgments may not be significant, since so few opinions were expressed.

There may be a slight implication in the percentages of the fourth and fifth statements that the studies in the mathematics, natural science, vocational and fine arts departments, require, more than the studies in the other departments, a careful analysis of the learning processes involved in the lesson materials of their subjects. The English, foreign language, social studies, and physical education groups prefer to determine the needs of their pupils through the use of exploratory questions. Educational psychology offers no justification, for any such implication, that this division of departments may suggest.

Volunteer statements by teachers indicate some departmental variation. A teacher of public speaking suggests that "two-thirds of the

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class period be spent in recitations and one-third for a discussion of principles and assignment."

A foreign language teacher suggests this plan: "recitation, correction of board or written work, assignment of next lesson, and explanation." The mathematics group present no plan different from those mentioned in the list of statements. The natural sciences desire some time for "checking laboratory notes." Several social science teachers favor the "Morrison Plan:" Exploration; presentation; assimilation; organization; and recitation.¹

The vocational subjects would include time for demonstrations. One teacher also states that "with individual instruction sheets the teacher may decide each problem for the individual pupil's requirements." The vocational subject teacher, like the fine arts group, would like to spend most of the class period in "practice in skill and creative expression based upon problems." The physical education department also wants practice. One teacher suggests, "much physical activity but enough explanation and demonstration to suffice."

VI. TEACHER RATING

1. Teachers' Views Regarding Rating

Teacher rating may serve a double purpose. It may be used for supervisory purposes in which the quality of teaching is noted for criticism. As such, it may serve as a basis for conferences between the teacher and the supervisory officers. Teacher rating may also be used for administrative purposes as a means for determining salary increases or promotions.

This section, first, approaches the matter of rating in a general manner in order to secure the teachers' attitude toward some forms of teacher rating commonly employed. The latter part of the section deals with one administrative phase of the question and attempts to determine the teachers' attitudes regarding the best method of increasing salaries.

The teachers were asked to check the *one* statement that most nearly *accorded with their views regarding the rating of teachers*. The following statements were submitted:

1. Each teacher should be invited to rate himself and to discuss with the principal any rating on which the judgment of teacher and principal differs markedly.
2. The rating for a teacher should be an average of the independent ratings of the principal and the head of the department in which the teacher teaches.
3. The rating should be based solely on the results of objective tests approved by principal and department heads.
4. The ratings should be made by the principal on the basis of judgments formed from classroom visitations.
5. Teachers should not be rated, because the methods of rating are too unscientific to insure justice.

¹H. C. Morrison, *The Practice of Teaching in the Secondary School*. Chicago: The University of Chicago Press, 1926. pp. viii-657.

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Table XXI gives the distribution of the teachers' judgments. Approximately, twelve per cent of the teachers did not reply to the problem. It may be assumed that none of the statements suggested were satisfactory to them. If the assumption is accepted and the percentages under the fifth statement are added to those in the column headed "No Reply," it will be found that in five departments: the foreign language, mathematics, natural science, social studies, and physical education groups, over fifty per cent of the teachers are not satisfied with the suggested methods of teacher rating. Of the remaining teachers, nearly 47 per cent desire that the rating be based on the judgments of more than one individual.

TABLE XXI
Percentages of Teachers' Views on Teacher Rating

Department	No Reply	Statements					Total	Statement Preferred
		1	2	3	4	5		
English	14.5	25.4	24.0	2.4	10.8	22.9	100.0	1
For. Lang.....	10.2	18.2	18.2	—	10.2	43.2	100.0	5
Math.	15.7	20.2	20.2	2.3	6.7	34.9	100.0	5
Nat. Sci.....	12.1	22.0	22.0	—	8.8	35.1	100.0	5
Social Studies.....	15.5	27.8	16.5	3.1	7.2	29.9	100.0	5
Voc. Subjects.....	10.0	21.6	28.1	2.9	5.8	31.6	100.0	5
Fine Arts.....	12.1	18.2	33.3	9.1	6.1	21.2	100.0	2
Phys. Ed.....	18.4	36.8	21.1	—	—	23.7	100.0	5
More than One.....	7.9	25.7	24.7	1.9	3.8	36.0	100.0	5
Total	12.5	23.4	23.0	2.2	7.3	31.6	100.0	—

The teachers of the social studies and the physical education departments prefer self-rating in addition to the judgment of the principal with discussion of any differences of opinion to any of the plans suggested. The vocational subjects and the fine arts group favor, to some degree, an average of the independent ratings of the principal and the department head. The preference of the vocational department may be accounted for by the fact that they usually have a special director who supervises their work. It is impossible to account for the attitudes expressed by the other departments.

Only 7.3 per cent of the teachers are willing to be rated solely on the judgment of the principal, formed from classroom visitation, for reasons that are advanced in the volunteer replies to be discussed in the next paragraph, and only 2.2 per cent of the teachers desire ratings which are based upon the results of objective tests alone, which are approved by the principal and departmental heads. Their attitude on the latter question is significant, if it may be assumed that the ratio between the pupils' native ability and their achievement indicates the quality of teaching. The fine arts department ranks highest under this category, which is probably due to the concrete nature of the learning products in art.

The volunteer replies indicate that teachers would have more confidence in ratings, if the supervisory officers visited their classes more

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often. This fact may account for some of the deviation found between departments.

The voluntary comments were numerous but of little departmental significance. Some of them are as follows: "I would not object to teacher rating should the principal make several classroom visits per year and stay the entire class period;" "Rating by the principal, provided he visits often enough;" "Composite rating by principal and department head based upon much visitation;" and . . . "only after frequent visitation."

Additional plans are suggested in the paraphrase of one teacher, "ye shall know them by their fruits." "The only sensible rating I ever heard was based on the opinion of a large number of former students who had progressed far enough to look back at their teachers with some perspective and determine what contributions of lasting value each teacher had made," which suggests that erudition is not the essential factor in learning and that ratings based solely upon objective tests are not adequate measures of a teacher's qualifications.

Teachers complain of the "personal factor," the "frailties of human nature," etc. Some suggestions for rating are the composite of nearly every device known including self-rating, the results of objective tests, the teachers' effectiveness in community relationships, the pupils' interest, the teachers' personal qualifications, and power in teaching, ability to handle maladjustments, and the teachers' value to the school. One teacher suggests: "at least the average of five persons."

From the data tabulated and the large number and character of the voluntary comments, it may be assumed with a relative degree of assurance, that approximately 50 per cent of the teachers think rating is inevitable and necessary and that the objections of 31 per cent of the remaining group rest largely on the unreliability of rating scales.

2. The Best Methods of Awarding Annual Increases in Teachers' Salaries

Six statements were submitted to the teachers with instructions to check the *one* that most nearly expressed their views of *the best method of awarding annual increases in teachers' salaries*. The statements were as follows:

1. After a probationary period, annual salary increases should be awarded automatically to all teachers according to a fixed schedule until the maximum salary is reached.
2. Annual increases in salary should be awarded solely on the recommendation of the principal.
3. Annual increases in salary should be provided for all teachers whose ratings for the past year were above average.
4. Annual increases in salary should be small and allowed automatically for a long period of years.
5. Annual increases in salary should be varied in accordance with the character of service rendered by a teacher as determined by the principal and department head concerned.

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6. The annual increase in salary for any teacher should be determined by private negotiations between the teacher and the board of education.

Table XXII presents the percentage distribution of the replies of the teachers regarding the best methods of awarding annual increases in salaries. In Table XXII, with one exception, the choice of over 40 per cent of the teachers in all departments is the first statement, which suggests that after a probationary period, annual salary increases be awarded automatically, according to a fixed schedule until the maximum

TABLE XXII

Percentages of Teachers' Views on the Best Methods of Awarding Annual Increases in Salaries

Department	No Reply	Statements						Total	Statement Preferred
		1	2	3	4	5	6		
English	6.6	52.0	4.2	9.6	0.6	26.4	0.6	100.0	1
For. Lang.....	6.8	55.7	1.1	7.9	—	23.9	4.6	100.0	1
Math.....	16.9	50.5	1.1	3.4	1.1	27.0	—	100.0	1
Nat. Sci.....	1.1	47.3	3.3	11.0	1.1	36.2	—	100.0	1
Social Studies..	5.6	41.8	2.1	13.4	1.0	35.1	1.0	100.0	1
Voc. Sub.....	8.8	51.4	1.8	4.1	—	33.3	0.6	100.0	1
Fine Arts.....	18.2	33.3	—	6.1	3.0	39.4	—	100.0	5
Phys. Ed.....	2.6	47.5	—	5.3	2.6	36.8	5.2	100.0	1
More than One..	—	48.6	6.9	5.9	2.9	31.8	3.9	100.0	1
Total	7.5	48.5	2.9	7.5	1.0	31.1	1.5	100.0	—

salary is reached. The one exception is the fine arts department. The significance of this deviation is not apparent. The next highest category in order is the fifth statement which would vary salary increases according to the character of service rendered, the estimate to be made by the principal and the department head concerned.

It has been assumed, and the present findings further substantiate the assumption, that the majority of teachers have little confidence in teacher rating as it is, at present, administered. They, therefore, prefer remuneration to be on a fixed basis, with some provisions made for exceptional work, until better methods of rating are employed. This is indicated by their voluntary comments.

It is impossible to account for the considerable increase above the average of the social studies and natural science groups in their selection of the third statement which considers salary increases on the basis of ratings for the past year. Other deviations seem to have little significance. Less than 3 per cent of the teachers favor private negotiations between the teacher and school board or small increases distributed over a long period.

The voluntary comments are of little departmental significance. The majority of them indicate a desire to qualify, either the first or the fifth statements.

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There should be a salary schedule flexible enough to provide for advance training, improvement in service, etc.

"There should be some provision for special merit."

"Increases should be largest the first five years."

"Why not pay for extracurricular work?" This query was expressed several times.

The first statement might well be modified by the statement that the principal have the right to withhold the increase or to ask for a larger amount at any time.

Another flexible plan is suggested:

Increases for all doing satisfactory work. Greater increases for those doing superior work. Inferiority should be determined by a supervisor or someone capable of recognizing it.

And several state that "teachers should not be retained unless their work merits increase," intimating that all who are retained should receive increases in salary according to some schedule.

VII. FACULTY AND DEPARTMENTAL MEETINGS

1. The Professional Value Secured From General Faculty Meetings

The general faculty meeting is usually considered a device for increasing the efficiency of the teaching force. It may serve the purpose of developing morale within the group. Acquainting teachers with the necessary or desired routine of the school is sometimes the aim of faculty meetings. Other purposes may be: the promotion of an educational policy within the school, the improvement of instruction; pupil guidance, and professional improvement. The principal, a faculty committee, or both, usually decide what is to be accomplished in a given meeting and the machinery is put in motion to achieve those ends. That the aims sometimes fall short is evident by the evaluations of the statements given on the check list.

The teachers were asked to check the statements which most nearly indicate *the professional value secured by them from general faculty meetings during the last year*. The statements are as follows:

1. Much professional stimulation and inspiration.
2. Moderate stimulation and some practical suggestions.
3. Slight stimulation and few if any suggestions.
4. Discouragement and waste of time.
5. Specific help in dealing with the current professional problems of the school.

6. An understanding of administrative regulations and requirements.

Table XXIII shows the distribution of teachers' judgments. The tabulations indicate that in every department the greatest amount of professional value secured from general faculty meetings lay in an understanding of administrative regulations and requirements. The next highest percentage indicates that the meetings contributed moderate stimulation and some practical suggestions. Twenty per cent or less of the members of each department admit specific help in dealing with the current professional problems of the school. Combining the answers to

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the third and fourth statements it will be found that about 11 per cent of the teachers state that faculty meetings as conducted in their buildings are a waste of time and offer slight stimulation in contrast to approximately the same number who profess much stimulation and inspiration. Little significance can be attached to the slightly higher percentages shown for the first statement by the physical education and fine arts departments.

Volunteer statements offered by the teachers indicate that the general faculty meeting may be of professional value as a "clearing house of

TABLE XXIII
Percentages of Teachers' Replies to the Value of Faculty Meetings

Department	No Reply	Statements						Total	Statement Preferred
		1	2	3	4	5	6		
English	10.5	9.2	23.9	9.5	2.1	16.0	32.3	100.0	6
For. Lang.	2.1	5.8	26.8	8.1	2.9	19.7	36.7	100.0	6
Math.	6.5	7.6	28.5	6.9	4.2	15.2	37.6	100.0	6
Nat. Sci.	7.6	10.1	26.1	9.0	2.5	18.1	40.2	100.0	6
Social Studies..	12.1	9.2	23.7	8.7	4.6	16.9	37.9	100.0	6
Voc. Sub.	9.2	8.5	21.8	7.7	1.4	20.0	40.6	100.0	6
Fine Arts.	2.9	12.2	17.2	8.5	3.5	20.5	38.1	100.0	6
Phys. Ed.	25.6	12.8	20.6	7.6	—	17.9	41.1	100.0	6
More than One.	8.2	8.5	25.3	8.5	3.2	18.4	36.1	100.0	6
Total	9.0	8.6	24.3	8.3	2.8	17.9	38.1	100.0	—

ideas." The teachers obtain an "understanding of the principal's point of view and objectives," and he in turn is able to "determine the attitudes of his teachers." There is also an opportunity to acquire an understanding of the work being done in other departments. Such meetings produce a "feeling of solidarity" where the entire group seems to be working together. "Freedom of discussion" makes meetings helpful and provides a "safety valve" which helps to improve morale.

Conversely, the most strenuous objection to faculty meetings seems to be that they are merely a place for announcements which could be disseminated by bulletins. They are also too theoretical and not practical enough to assist teachers in improving the quality of their teaching. Some teachers report that no discussion is permitted—"just another school with the teachers acting as pupils,"—"a waste of time for the old timers who understand the routine requirements."

2. Faculty Meetings Productive of Good Results

If teachers are not entirely satisfied with the professional value secured from faculty meetings as conducted in their buildings, one is disposed to ask: What sort of meetings do have value in the estimation of these teachers? The following group of statements represents the spontaneous replies of the teachers. Again, there seems to be no departmental preferences. There is considerable similarity in the type of meetings thought to be productive of good results. They are herewith listed in the order of their frequency. Approximately 46.8 per cent of the 963 teachers volunteered comments.

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I. Meetings devoted to educational policies and professional problems within the school

Committee reports on school problems.....	34
Statistical comparison with similar schools.....	18
Standardization of marks.....	15
Problems of general educational concern.....	15
Specific problems, e.g., departmental details, etc.....	14
Discipline	11
Types of tests and their uses.....	10
Principal's statement of aims and objectives, constructive criticism, etc.....	8
Reorganization of the student sponsor system.....	6
Extra curriculum activities.....	6
Attitude of teachers and pupils.....	5
Better methods of registration.....	2
Outlining the schedule.....	2
Consideration of graduates' records at college.....	1
Organization plans	1
College entrance requirements.....	1
Total	145

II. Meetings devoted to professional growth

Lectures by educational specialists.....	58
Educational conventions' reports with open discussion.....	19
Book reports with discussion.....	17
Administration of a procedure test by the principal with discussion	9
Teacher report on a classroom problem (research).....	6
Discussion of professional standards.....	5
Talk by specialist outside the field of education.....	1
Total	115

III. Meetings devoted to the improvement of classroom teaching

Discussion of classroom procedures, problems and remedies....	68
Discussion of study habits.....	12
Curriculum construction.....	8
Model lesson presented by critic teacher and class.....	4
Group instruction	2
Organization of the class period.....	1
Measurement of group control.....	1
Total	96

IV. Miscellaneous statements

All meetings productive of good results.....	28
Well-planned, short, snappy, with a definite program and its accomplishment	10
Discussion of school bond election.....	4
Discussion of building enlargement.....	2
Discussion of community relationships.....	2
Combined faculty and parent-teacher meetings.....	1
Total	47

V. Studies of individual differences

Failures and marks.....	13
Discussion of the importance of case studies.....	11
Discussion of problem pupils.....	6
Stammering	1
Total	31

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VI. School routine

School regulations.....	7
The first meeting of the year.....	7
School routine where the bulletin cannot be used.....	5
In which orders are given without discussion.....	3
Issuance of pass slips.....	2
School routine on special occasions.....	1
Checking pupils in home rooms and hall duties.....	1
Relief from red tape.....	1
Total	27

Teachers are interested largely in their specific classroom problems and any discussion which lends itself to the improvement of classroom instruction is considered valuable. They think that lectures by specialists in education are valuable. Most of all, they value the exchange of ideas in group discussion. They prefer the meetings to be well planned and only such time devoted to routine matters that cannot be handled through administrative bulletins.

3. Faculty Meetings Unproductive of Results

If an examination is made of the types of meetings that teachers think are unproductive of good results, the greatest criticism seems to fall on the long, detailed and unorganized meetings in which there is much discussion with no arrival at workable conclusions. Approximately 33.1 per cent of the total group mention meetings unproductive of results. The voluntary comments of the teachers in order of frequency follow:

I. Miscellaneous meetings

Long, detailed, unorganized, regular monthly meetings.....	65
All meetings.....	18
Discussion of group insurance.....	4
Discussion of bond issue.....	4
Where to park cars.....	2
The date on which the annual oyster supper is to be held.....	1
Total	94

II. Discussion of educational policies and professional problems within the school

Discussion of specific departmental or individual problems....	39
General discussion of teacher deficiencies by the principal....	21
Discussion of salary docks and increases.....	5
Discussion of changes in the course of study.....	5
Presentation of a topic without discussion.....	5
How a home room should be run.....	3
Selection of candidate for school honor society.....	2
Types of tests and their uses.....	2
Discussion of social maturity as a basis for graduation.....	1
Interference of classtime.....	1
Standardization of grades and marks.....	1
Long debated issues.....	1
Student attitudes	1
Statistical comparison with similar schools.....	1
Total	88

III. School routine

Announcements	57
Discussion of administrative organization and regulations.....	12

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First meeting of the year.....	3
School routine on special occasions.....	2
Total	74

IV. Professional growth

Book reviews with inadequate discussion.....	18
Lecture by educational authorities.....	9
Education convention reports.....	6
Lecture by specialists not in the field of education.....	6
Teacher report on a research problem.....	2
Professional standards.....	1
Total	42

V. Studies of individual pupils

Discussion of weak pupils.....	5
Failures and marks.....	3
Discipline	1
Total	9

VI. Improvement of classroom teaching

Demonstration lessons	2
Discussion of teaching pupils how to study.....	2
Total	4

The evidence presented seems to indicate that faculty meetings which lack planning are most apt to be unproductive of results. The teachers think that meetings should be of interest to the entire group and not a discussion of questions merely of departmental or individual concern. They think that meetings consisting merely of announcements are of little value and that any item presented for faculty consideration should facilitate enough discussion to arrive at an adequate conclusion.

Table XXIV presents a composite treatment of the two types of evidence presented in the two preceding sections. Table XXIV indicates that high-school faculty meetings may be valuable depending upon the way in which they are planned and the method used in conducting them.

TABLE XXIV

Number and Percentages of Replies Classified Under Six Headings Representing Teachers' Estimates of the Value of the Type of Faculty Meetings Held

Meetings Relevant to	Productive of Good Results			Unproductive of Good Results		
	No.	Per Cent	Rank	No.	Per Cent	Rank
School routine.....	27	5.8	6	74	23.8	3
Educational Policy	145	31.5	1	88	28.3	2
Classroom Instruction	96	20.8	3	4	1.3	6
Individual differences	31	6.7	5	9	2.8	5
Professional growth	115	25.0	2	42	13.5	4
Miscellaneous matters	47	10.2	4	94	30.3	1
Total	461	100.0	—	311	100.0	—

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For example, a book review may be productive of good results, if it is well prepared and presented with adequate time allowed for group discussion. Conversely, a book review may be unproductive of good results, if among other things it is poorly prepared and the time for discussion is inadequate.

4. Professional Value Secured from Departmental Meetings.

Some claim that the departmental organization in the public high school is largely a myth.¹ The evidence indicates that the professional value secured from departmental meetings is slight. The teachers were given the following list on which to check their opinions.

Check the statements that most nearly indicate the professional values of the department conferences and meetings held during the past.

1. No value, since no department conferences or meetings were held.
2. Slight value, since only a few department conferences and meetings were held.
3. Much assistance in the organization of course materials.
4. Much assistance in the diagnostic study and remedial treatment of problem pupils.
5. Much assistance in the improvement of teaching procedures.
6. Much assistance in securing promptly needed supplies and supplementary materials.

Table XXV gives the percentage distribution of the judgments of

TABLE XXV
Percentages of Teachers' Replies to the Professional Value Secured from Departmental Conferences

Department	No Reply	Statements						Total	Statement Preferred
		1	2	3	4	5	6		
English	19.4	11.8	20.1	29.3	6.4	15.6	16.8	100.0	3
For. Lang.....	6.4	19.2	17.5	33.3	8.3	12.5	9.2	100.0	3
Math.	16.4	18.3	39.7	21.5	5.4	6.5	8.6	100.0	2
Nat. Sci.....	16.3	21.7	22.5	19.3	11.4	11.4	13.7	100.0	2
Social Studies..	18.6	21.9	27.2	20.2	7.8	13.2	9.7	100.0	2
Voc. Sub.....	15.7	16.2	18.1	21.8	11.6	15.8	15.5	100.0	3
Fine Arts.....	23.5	20.0	10.0	32.5	5.0	15.0	17.5	100.0	3
Phys. Ed.....	20.5	26.4	23.7	29.0	7.9	2.7	10.3	100.0	3
More than One.	11.0	20.2	22.1	19.3	9.4	11.5	17.5	100.0	2
Total	15.7	18.3	22.1	24.1	8.6	12.8	14.1	100.0	—

the group regarding the value of department meetings. The findings indicate some departmental variation. It is not significant, however, and may be due to the fact that the departments which emphasize the third statement are traditionally older in departmental organization. If the percentages found under the first and second statements are combined, it will be found that approximately 40 per cent of the teachers have few or no departmental meetings or conferences.

Those departments reporting meetings spend most of their time in

¹ Harlan C. Koch, "Is the Department Headship in Secondary Schools a Professional Myth," *School Review*, XXXVIII (May, 1930), 336-49.

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the correlation of the work of the department. It is a matter of concern that so little attention is given to the consideration of the problem pupils: the laboratory subjects, natural science, and the vocational subjects apparently spend the most time on this important item. The mathematics department is conspicuous in the small percentage of teachers reporting professional value secured in the remedial treatment of problem pupils and the improvement of teaching procedures. Apparently an adequate amount of assistance is given in those departments needing supplies and supplementary materials.

Spontaneous remarks made by the teachers are of little departmental significance. The general attitude seems to be that the professional value secured from these smaller group meetings is *nil*. There seems to be the feeling that informal conferences, individual conferences, and discussions during vacant periods and other odd moments during the day are of more value than departmental meetings. Teachers often remark that the departmental meetings now held are too theoretical and a waste of time. The feeling that departmental meetings are too theoretical may be due to the topics proposed for study and discussion, there being little of specific value in them to help the teachers in solving their classroom problems. Meetings which are a waste of time may be due to the fact that they are inadequately planned or that they may consist entirely of departmental routine, such as, checking supplies and equipment.

VIII. THE RESULTS OF SUPERVISION

The principal, usually, acts as the chief supervisory officer in the high school. His activities are sometimes supplemented by departmental directors from the Superintendent's office, the assistant principal, or departmental heads within the school organization.

Numerous means of supervision are employed. Classroom visitation and its attendant practices has long been considered important. Other more objective practices such as testing, experimental procedures, curriculum reconstruction, and the like are fast assuming importance as means of supervision. This section attempts to *ascertain what assistance the teachers receive from supervisory officers and also what supervisory assistance they would welcome, which they did not receive.*

1. Professional Assistance Received from Supervisory Officers

The check list submitted was as follows:

Check the statements that most nearly characterize the professional assistance received by you from supervisory officers last year.

1. Confirmed my judgment regarding teaching practices which I thought were good.
2. Condemned practices that I formerly considered satisfactory.
3. Helped me to diagnose the learning difficulties of my pupils.
4. Helped me to plan remedial measures for certain learning difficulties encountered by my pupils.
5. Helped me to acquire better control of pupils in the classroom.
6. Helped me in general to increase my efficiency as a teacher.
7. Helped me to acquire better teaching procedures.

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8. Demonstrated by classroom teaching the procedures expected of me.

Table XXVI shows that the largest amount of assistance which the teachers received from supervisory officers lay in the confirmation of the teaching practices which the teachers thought were good. This may indicate that little critical and constructive supervision was needed by at least 31 per cent of the group. It may indicate that this group of teachers were employing satisfactory teaching procedures.

TABLE XXVI

Percentages of Teachers' Replies on the Assistance Given by Supervisory Officers

Department	No Reply	Statements								Total	Statement Preferred
		1	2	3	4	5	6	7	8		
English	31.1	26.2	3.9	10.8	12.2	4.4	16.5	23.2	2.8	100.0	1
Foreign											
Lang.	46.2	27.6	4.3	12.9	8.6	2.1	10.5	22.5	1.5	100.0	1
Mathematics	28.4	26.5	4.3	11.8	8.6	5.3	9.6	21.5	2.1	100.0	1
Natural											
Science	35.5	40.9	4.7	8.6	7.6	4.7	11.5	20.1	1.9	100.0	1
Social Stud.	34.5	31.5	6.8	8.3	10.6	4.5	15.3	21.3	1.6	100.0	1
Voc'l. Sub.	30.4	31.1	2.8	10.8	10.4	6.1	15.2	22.8	0.8	100.0	1
Fine Arts.	47.0	31.3	6.3	6.3	—	15.6	12.5	24.8	3.2	100.0	1
Phys. Ed.	33.3	23.7	7.2	9.5	11.8	7.2	7.2	28.7	4.7	100.0	7
More than											
One	26.8	29.1	3.7	13.4	9.6	6.5	12.8	22.2	2.7	100.0	1
Total	34.0	31.2	4.2	12.3	8.8	5.3	13.7	22.6	1.9	100.0	—

Almost 23 per cent of the entire group of teachers received assistance in acquiring better teaching procedures. It is safe to assume from the evidence reported under statements three and six that the help mentioned lay in diagnosing the learning difficulties of their pupils and in the general increase of the teachers' efficiency.

Little help was received in planning remedial measures for certain learning difficulties encountered by the pupils and still less help was received in the control of pupils in the class room.

The natural science, foreign language, and mathematics departments show the highest percentage for the first statement in which confirmation of teaching practices was expressed by the supervisor. With one exception the foregoing departments rank highest in the column under "no reply" and lowest under the seventh statement: help in acquiring better teaching procedures. These departments also rank slightly above the median in academic training above the high school level. The teachers in the foreign language and natural science groups have had more teaching experience than the teachers in the other groups. The natural science group ranks highest in the professional training in Education, and the foreign language group is decidedly highest in the professional training in special methods. It may be assumed that the teachers in these departments are well prepared for their particular work and therefore need little supervisory help. The physical education and English departments, in most respects, are at the other end of the scale.

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The fine arts teachers received least help in diagnosing the learning difficulties of their pupils. This may be due to the unfamiliarity of the supervisory officers with the learning involved in these special subjects. The same tendency is shown in physical education and the vocational subject groups. The social studies, natural science, and English groups, also, are somewhat below the average in this respect. The significance, if there is any, is difficult to determine.

The supervisors offer less assistance to the physical education and mathematics groups than the other groups in helping them to acquire better teaching procedures. In the mathematics department the teaching procedures are fairly well defined, which may account for the low percentage in Table XXVI. In some instances, general supervisors may not be familiar with the work of the special departments.

The fine arts department reports no help received from supervisory officers in planning remedial measures for certain learning difficulties encountered by their pupils. This again, perhaps, involves a special type of supervisory assistance. Other departments, however, report remedial assistance in about equal proportion to diagnosis.

Condemnation of practices employed by the teacher are little voiced by the supervisor; this is especially true of the vocational subjects. Relatively no demonstration lessons are given in any of the groups.

The fine arts department indicates a slight increase in percentage over the other departments in the amount of help received in the control of pupils in the classroom. This may be significant since there usually are unlimited opportunities for disciplinary infractions where such individual instruction is practiced in large groups.

The large percentages of teachers who did not reply to the items of the check list may indicate that they did not receive any professional assistance from supervisors. This may be due to the fact that supervision was not welcomed by them, or it may indicate that the supervision, which the teachers did receive, was not considered significant by them.

The voluntary comments offered by the teachers on this question are of little significance. Several teachers say that they receive no supervision "so long as results are produced." A very few report individual conferences.

2. Unhelpful Supervisory Acts

As a corollary, teachers were asked to check *any unhelpful supervisory acts which they had experienced during the past year*. They were asked to check the statements which most nearly represented their personal views.

1. Offered suggestions which did not appear to be valid.
2. Condemned practices which I considered, and still believe, good.
3. Approved practices which I considered, and still believe, unsatisfactory.
4. Criticized my teaching but offered no constructive measures for improving it.
5. Interrupted my program of work too frequently.
6. Failed to reveal an appreciation of my efforts or an interest in my professional improvement.

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Table XXVII presents the percentage distribution of the teachers' replies. A significant item to note in the table is the high percentage of

TABLE XXVII

Percentages of Teachers' Replies on Unhelpful Acts of Supervision Received by Them

Department	No Reply	Statements						Total	Statement Preferred
		1	2	3	4	5	6		
English	84.4	22.5	20.0	5.0	10.0	10.0	32.5	100.0	6
For. Lang.	80.6	17.3	27.5	10.4	6.9	10.4	27.5	100.0	2-6
Mathematics ..	75.8	21.4	25.1	17.8	7.2	10.7	17.8	100.0	2
Nat. Science ..	78.8	24.2	17.2	10.4	10.4	3.4	34.4	100.0	6
Social Stud. ...	72.8	18.4	18.4	22.4	12.2	6.2	22.4	100.0	3-6
Voc. Sub.	74.4	28.1	12.2	7.1	5.2	19.3	28.1	100.0	1-6
Fine Arts.	76.4	30.0	20.0	—	10.0	10.0	30.0	100.0	1-6
Phys. Ed.	64.1	20.0	20.0	25.0	—	10.0	25.0	100.0	3-6
More than									
One	74.0	23.6	7.8	25.5	3.9	11.7	27.5	100.0	6
Total	76.9	22.7	17.3	14.6	7.4	10.8	27.2	100.0	—

teachers who refused to commit themselves. It may be assumed that there were very few acts of unhelpful supervision. Other assumptions may be made, probably with equal validity. It may be in point here to repeat that the teachers were directed to mail in their replies, direct. Hence, their judgments were not revealed to local supervisory officers.

The diffusion shown in column ten presents little uniformity of opinion. The small number of replies probably prevents the deduction of any significant conclusions. The majority of the teachers who indicate a preference feel that insufficient interest or commendation from the supervisor was unhelpful. This, to some extent, may account for the evidence presented in Table XXVI in which 34 per cent of the teachers did not reply when asked to indicate the assistance which they received from supervisory officers.

The foreign language and mathematics departments are a little above the group average in stating that the supervisor condemned practices which they maintained were good. An interesting speculation may be that the particular supervisory officers were insufficiently acquainted with the best procedures to be employed in these subjects or probably the small group of teachers who replied was lacking in a knowledge of the best teaching methods to employ. The situation is reversed in the English, vocational subjects, and fine arts groups for the third statement. The social studies and physical education groups are more strenuous than the other departments in their criticism of supervisory officers in approving practices which they consider unsatisfactory. There has been so much change of methods, particularly in these two departments in recent years, that if either the teacher or the supervisory officer is out of touch with the changes, much confusion is likely to result.

There is some departmental deviation evident for the fourth state-

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ment, namely, criticism without constructive advice. This cannot be justified. The English, natural science, social studies and fine arts groups are most emphatic in their criticism that the supervisory officers gave no constructive measures for improving their instruction. This deviation is difficult to account for unless the actual conditions are fully known.

The vocational subjects groups are strongest in the complaint that their regular program of work is interrupted too frequently. There is an attraction in these subjects which seems irresistible to most supervisors. The pupil activity in shops and laboratories attracts much attention and tempts individuals to visit and stay longer in those classes than in others. The natural sciences and social studies complain least of interruptions.

Spontaneous comments reveal a large number of teachers who insist that there were no unhelpful acts of supervision. One teacher on the contrary stated that he was "called to the office too frequently on matters which could have been discussed outside of class-time." Several teachers object to "noncommittal" supervisory officers who criticize neither one way nor another. Other teachers say, "Our supervisor is insistent with *his* hobby," and "general administrators cannot do the job." A social science teacher says, "they expect plans for which there are no facilities."

3. Supervision Acts Welcomed by Teachers

All teaching acts require supervision of some sort. Assistance directly given in the form of specific helps or opportunity for improvement afforded the teacher by less direct administrative means are two general examples of how supervision may be administered. The following means of supervision were submitted for the teachers for the expression of their preferences.

Check the statements that accurately describe the kind of *supervisory activities you would welcome, but did not receive*.

1. Frequent demonstration teaching.
2. Frequent personal conferences about my work.
3. Assistance in constructing tests.
4. Permission to visit other teachers whose work is considered superior.
5. Commendation for work that is better than the average.
6. Diagnosis of deficiencies and faults in teaching with suggested remedies.
7. Assistance in the preparation of lesson plans.
8. Assistance with the management of problem pupils.
9. Tested formulas for meeting every kind of teaching difficulty.
10. Factual data regarding scientific experiments in my field of work.

Table XXVIII presents the attitudes of the teachers on the foregoing supervisory means. Nearly fifty per cent of the teachers of vocational subjects did not reply to the question, which may indicate that this group more than all the others is satisfied with the supervision which it receives. The manual arts and home economics teachers in most schools, have, as supervisor, a director out of the Superintendent's office. Their preference, as is the case in the majority of other departments, is permission to visit other teachers whose work is considered superior.

TABLE XXVIII
Percentages of Teachers' Replies on the Supervisory Acts They Would Welcome
But Did Not Receive

Department	No. Reply	Statements										Total	State- ment Preferred
		1	2	3	4	5	6	7	8	9	10		
English	22.7	8.7	15.4	4.9	23.1	10.4	18.9	2.4	4.4	3.3	8.4	100.0	4
Foreign Language	23.6	10.1	13.2	3.6	21.1	13.2	20.5	3.1	5.3	1.0	8.9	100.0	4
Mathematics	20.8	4.8	12.5	7.6	19.1	6.5	25.1	2.7	7.1	2.7	11.9	100.0	6
Natural Science	11.5	7.6	14.4	8.6	18.7	6.3	20.6	2.5	5.7	4.4	11.1	100.0	6
Social Studies	19.6	6.3	16.5	3.8	22.2	10.6	19.9	2.4	5.8	2.4	11.1	100.0	4
Vocational Subjects	44.5	7.5	14.5	4.9	24.1	9.8	15.2	4.5	6.2	1.7	11.6	100.0	4
Fine Arts	17.6	5.8	16.2	2.9	19.2	13.3	14.5	5.8	4.5	5.9	11.8	100.0	4
Physical Education	25.6	11.5	16.4	1.6	24.5	1.6	19.2	6.4	8.1	1.6	8.1	100.0	4
More than One	9.2	7.3	12.1	7.5	20.6	9.3	15.3	4.2	9.4	3.9	10.3	100.0	4
Total	23.4	7.6	14.3	5.6	21.6	9.5	18.5	3.5	6.4	2.7	10.3	100.0	—

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The foreign language and physical education groups, above all others want more demonstration teaching. This may be due to the fact, as indicated in Table XXVII, that the opinions of the teachers in these two groups do not coincide in some instances, with the opinions of their supervisors. There is, however, little indication that much demonstration teaching is desired by any of the groups, least of all the mathematics group.

Approximately 14 per cent of the teachers in all departments want more personal conferences about their work. The deviation shown in Table XXVIII with respect to the desire for personal conferences is of little significance.

The so-called exact sciences, more than any of the other departments indicate a desire for help in constructing tests. This seems significant since it is usually assumed that subject matter in these fields is rather definite, and tests are consequently easy to construct. Probably the difficulty that teachers of these studies have in making their work interesting to pupils accounts for their anxiety in testing the learning product.

Over 21 per cent of the teachers want to visit other teachers whose work is considered superior.

The physical education group, least of all, desire commendation from supervisory officers for excellent work. This may be because their rewards for success are so evident and immediate. The deviation shown by other departments is difficult to explain.

The mathematics and natural science groups prefer, above all the other supervisor activities assistance in diagnosing their deficiencies and faults in teaching, with suggested remedies. This would seem natural in view of the high percentage of failure in these departments. A comparatively large percentage of teachers desires this help. The vocational subjects and fine arts groups seem most confident in this respect probably because of the nature of the learning involved.

Teachers, in general, do not want more help in the preparation of lesson plans. This fact is substantiated by a glance at the seventh column in Table XXVIII. Neither do teachers desire much more assistance than they are receiving in the management of problem pupils. The departmental deviation seems to be of little significance.

Only 2.7 per cent of the teachers indicate a desire for tested formulas for meeting every kind of teaching difficulty. This small percentage may be indicative of a high degree of initiative on the part of the teachers as a whole and a willingness to tackle their own professional problems. A relatively high percentage in all departments want factual data regarding scientific experiments in their fields.

Additional replies indicate that the indirect means of supervision are desired as well as direct methods. One teacher says: "The right spirit is the essential thing." Teachers, in their respective departments want "better library facilities," "more reference books" and "additional mechanical equipment."

IX. DISTRIBUTION OF THE PRINCIPAL'S TIME

The principal's time may be spent so that the majority of his activities are, conspicuously, a direct service to the teacher. On the other hand, his services may be extremely helpful but very indirect, in so far as the teacher is concerned, as is provided through his administrative activities. The teachers were asked to check the *one* statement that most nearly represented their view of *the way the principal of a high school should spend the day in order to be of greatest service to a school*. The statements are as follows:

1. He should do little, if any, teaching, and should divide his time equally between supervision and office administration.
2. He should spend most of his time in the office outlining policies and attending to the details of school business.
3. He should spend the greater portion of his time in visiting the classes and in striving to improve classroom learning and teaching.
4. He should teach at least half of the time in order to retain his understanding of teachers and teaching.
5. He should devote a considerable portion of his time to conferences with teachers and pupils as a means of maintaining a wholesome school morale.
6. He should prepare a careful budget of his time and apportion it equitably among those administrative functions generally recognized as of the greatest value to a school.

Table XXIX gives the distribution of the teachers' judgments. Approximately 41 per cent of the teachers choose to leave the matter of

TABLE XXIX

Percentages of Teachers' Views on How the Principal Should Spend His Time to be of Greatest Service to the School

Department	No Reply	Statements						Total	Statement Preferred
		1	2	3	4	5	6		
English	12.6	31.3	6.6	1.8	2.4	12.0	33.3	100.0	6
For. Lang.	17.1	22.7	8.6	1.1	2.1	7.5	40.9	100.0	6
Math.	18.0	28.1	5.6	1.1	2.3	7.9	37.0	100.0	6
Nat. Science....	12.1	19.8	9.9	2.2	—	6.6	49.4	100.0	6
Social Sub.	12.4	16.5	9.3	5.6	2.1	9.3	44.8	100.0	6
Vocational									
Subjects	15.2	25.7	7.6	—	2.4	9.4	39.7	100.0	6
Fine Arts	12.1	12.1	6.1	—	3.0	6.1	60.6	100.0	6
Phys. Ed.	23.7	28.9	7.9	—	—	5.3	34.2	100.0	6
More than One.	4.9	27.7	7.9	2.9	2.9	7.9	45.8	100.0	6
Total	13.6	24.9	7.7	1.7	2.1	8.7	41.3	100.0	—

the principal's time distribution to his discretion based upon a budget which apportions his duties equitably among the administrative functions generally recognized as of the greatest value to the school. There may be some indication that more supervision is wanted under the first statement where 24.9 of the teachers say that the principal should divide his time equally between supervision and office administration, but certainly the

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teachers do not want to rely entirely upon the principal to improve their classroom technique, if the percentage of the third statement (1.7) is indicative of their desires.

Less than nine per cent of the teachers think that the principal should spend much time on school and office routine or pupil and teacher conferences. The latter of these functions is, in a measure, considered important, however, judging from the voluntary comments. Only 2.1 per cent of the teachers believe that teaching half of the school day is necessary for a principal to retain an understanding of teachers and teaching.

The significance of the departmental deviations is difficult to determine from the data at hand. All departments concur in relative importance of the statements as a whole. There is some deviation, however, in the values assigned to individual statements.

There is some evidence that the teachers in large high schools want more personal contact with the principal. The following quotations express the general sentiment of all the spontaneous replies.

"The principal should teach at least one class."

It seems reasonable to think that the principal should do some teaching, perhaps not every year but often enough so that he has to meet the problems his teachers are facing. Taking a class in different departments can scarcely fail to keep him a sympathetic adviser. Other opinions follow:

Too many principals become executive only, losing the classroom touch so vital to their teachers' interests.

Since our man cannot be a specialist in all fields, actual supervision of work should be left to department heads. A principal, however, should visit all classes occasionally. A teacher appreciates his interest.

It depends on the size of the school, the salary schedule, etc. Competent, well paid teachers need no supervision. Poorly paid and incompetent teachers require help.

"He should keep the school in touch with new trends."

"Visitation."

"Visitation, supervision, and conferences."

"The principal should not be required to teach."

He should not be bothered with details. He should try to develop a spirit of cooperation.

It depends on the personality of the principal and the size of the school. Teaching at least one class is always feasible.

First, an efficient administrator. Second, a supervisor.

"A budget of time will fail as other budgets do."

Don't make a machine of him if you expect results when a need arises.

X. SUMMARY AND CONCLUSIONS

The teachers in all departments of the high school, according to the standards of the North Central Association,¹ are well qualified, as a group, in terms of professional training and teaching experience, to express significant judgments on professional problems. They reflect their excellent professional qualifications for teaching in the judgments which they express. There is evidently, in most instances, a clear conception of their professional duties as teachers and of the relationships which should exist between them and their supervisory officers. There are some instances, however, of significant departmental variations shown by the teachers' evaluations of the statements presented to them on the curriculum, lesson plans, the pupil load, the causes of pupil failures, and the best remedies for pupil failures.

The evidence clearly warrants the conclusion that such differences in the teachers' attitudes as exist are, in most instances, due to: lack of professional training on the part of a minority; the traditional types of teaching procedures employed in some departments; and, in a few instances, the special subjects which employ unusual activities.

Teachers in the English, social studies, physical education and industrial arts subjects show a preference for the curriculum to be organized in units of major problems with reference material listed under each. The more exact sciences including the commercial subjects prefer to use the text book as a basic form for the curriculum. The fine arts and home economics subjects prefer the curriculum to be organized under general and specific objectives with specific references to basic and supplementary texts for each section of the outline.

The older teachers in years of teaching experience and those with least professional training in Education and Psychology prefer a first class text book with freedom granted teachers to vary the amount in accordance with the capacity of the class. The younger teachers and those with greatest professional training in Education and Psychology prefer the curriculum to be organized in the form of teaching units.

There is marked consensus of opinion in all departments with reference to the best method of organizing the curriculum. Over 71 per cent of the teachers in all departments excepting the physical education group say that the curriculum should be organized and continuously revised by a committee of teachers selected from all departments. There is a relatively large percentage (15.4) of the physical education group who prefer to send out to representative schools for their curriculum and make a composite curriculum from the best materials found. This deviation is not significant, however, since 66.7 per cent of the same group concur with the other departments in preferring the curriculum to be organized by a committee of teachers.

Written lesson plans are preferred by a majority of the teachers. Whether the plans should be outlined in large units only or written daily is dependent to some extent on the type of learning involved and the experience of the teacher. Where the learning rate is extremely variable,

¹Calvin O. Davis, *Our Secondary Schools*. The North Central Association, 1925. Pp. 71.

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the judgments expressed indicate that brief written lesson plans are preferred.

Where first class text books are available there is a tendency for certain departments to rely upon them instead of using written or mimeographed lesson plans. The textbook is preferred by the mathematics department only, but a sufficient number of teachers in all departments favor it to warrant some concern.

The foreign language, vocational subjects, and fine arts departments prefer daily lesson plans prepared in written form at least one week in advance to be made available for supervisory officers. All other departments excepting the mathematics group prefer lessons to be outlined in large units only to be made available in mimeographed form for pupils and supervisory officers.

There are some teachers in every department who indicate that a large total enrollment of pupils, per day, may be taught efficiently by a teacher. The largest percentage of the teachers in all departments, however, favor relatively small classes, ranging from 20 to 25 pupils or less. A noticeable percentage of the physical education, mathematics, social studies, and vocational subjects departments indicate a tendency to agree that the best class work is accomplished when the enrollment average is from 30 to 35. The physical education department, alone, shows a high percentage in choosing classes of 40 to 45 pupils for effective class work.

The fine arts group show the highest percentage in saying that the chief difficulty of a teacher, in instructing more than 35 pupils, is to hold their attention. Other departments indicate that their greatest difficulty is first, finding time to read and correct the written work of pupils, and second, in supervising and directing the pupils' study. The physical education group alone ranks relatively high in indicating that classes of more than 35 pupils are more interesting to the teacher and more easily taught than classes of 25 or fewer pupils.

All departments, except the physical education group, consider inefficient study habits of pupils as the major cause of pupil failure in their courses. The physical education group indicate that irregular attendance and lack of interest are the causes of most of their failures. There is significantly little department deviation either among the categories or within each category.

The physical education department favors as a remedy for failures, special classes for pupils unable to meet the standard requirements. All other groups, excepting the fine arts department, indicate a preference for outlining minimum essentials to be required of all pupils with additional work required of those capable of doing more than the essentials. The fine arts group prefer differentiated assignments with credit given for accomplishment in proportion to ability and acquainting the pupil with the nature of the work before he is permitted to enroll. There is some indication that the vocational subjects and the foreign languages would like prospective pupils to pass a preliminary test before admitting them to their courses.

The teachers in the special subjects want pupils to have a clear

understanding of their course before enrolling them so that the responsibility for failure rests on the pupil. These teachers in addition to the social studies group indicate a slight preference for adapting the course materials to the needs of individual pupils, awarding credit according to the ratio of accomplishment to ability. The remaining academic subjects would like to have case studies made of failing pupils to be used as a basis for remedial measures.

A high percentage of the teachers of all departments choose four statements in indicating their true function in the classroom: namely, pupil diagnosis as a basis for proper instructional procedure; helping pupils to acquire good habits of thinking; making the classroom a real social laboratory; and incidental training in manners and morals. The departmental organization has little influence on teacher attitudes with respect to these statements. The departments all agree on the foregoing statements and the teachers' preferences tend to rank them in approximately the same order. The deviation is of little significance.

The teachers of all departments show remarkable similarity of opinion in their views on the proper use of the class period. The physical education department shows a slight preference for dividing the class period into three parts for assignment of lessons, explanation of difficulties, and testing. The teachers of all other departments desire to use the class period as determined by the needs of the pupils and the learning processes involved in the lesson materials. There is some indication that the physical education department prefer, above the other departments, to use daily prepared lesson plans to guide their use of the class period. This preference is not supported by any other data.

Approximately 32 per cent of the teachers object to being rated because the methods of rating are too unscientific to insure justice. Approximately 47 per cent of the teachers desire their rating to be based upon the judgments of more than one individual. Only 2.2 per cent approve ratings based solely on objective tests and only 7.3 per cent of the entire group prefer ratings which are made by the principal based on judgments formed from classroom visitations. The department deviation appears to be of little significance. The English, social studies and physical education groups prefer that each teacher be invited to rate himself and to discuss with the principal their differences of judgment. The fine arts and vocational subjects groups prefer that the rating be an average of the independent ratings of the principal and the department head. The other departments rate both the foregoing methods equally.

The fine arts group think that increases in teachers' salaries should be varied in accordance with the character of service rendered as determined by the principal and department head. The largest percentage of teachers in all other departments prefer annual increases to be automatically awarded according to a fixed schedule until the maximum salary is reached. Little significance can be attached to the departmental deviations. A large percentage of all the teachers indicate that consideration should be given in determining salary increases for exceptional services and the extracurricular duties which they perform.

Little significant departmental deviation is apparent in the teachers'

A STUDY OF THE INFLUENCE OF DEPARTMENTAL SPECIALIZATION

replies to the value of general faculty meetings. All departments say that the chief value of teachers' meetings lies in securing an understanding of administrative regulations and requirements. Approximately 38 per cent of the replies favored this view. Approximately 24 per cent of the replies state that the teachers receive moderate stimulation and some practical suggestions from general faculty meetings and nearly 18 per cent indicate specific help in dealing with the current professional problems of the school. Close to 11 per cent of the replies consider meetings, as conducted in their buildings, a waste of time and offer slight stimulation in contrast to approximately the same number who admits much stimulation and inspiration. The volunteer replies suggest that high-school faculty meetings may be valuable depending upon the way in which they are planned and the methods used in conducting them.

The teachers' replies to the professional value secured from departmental conferences indicate that approximately 24 per cent secure much assistance in the organization of course materials. The departments that frequently need supplies, particularly the English, laboratory subjects, and physical education groups, indicate that departmental conferences are helpful in promptly securing them. Approximately 40 per cent of the replies report few or no departmental meetings and consequently little or no value secured from them. The natural science and vocational subjects groups rank highest in the amount of assistance received in the diagnostic study and remedial treatment of problem pupils with approximately 11.5 per cent of each group indicating assistance received. The average for all departments is 8.6 per cent. Approximately 13 per cent of the replies from all departments indicate much assistance received in the improvement of teaching procedures. The mathematics and physical education groups are decidedly lowest among the departments with percentages of 6.5 and 2.7, respectively. No other significant departmental deviations are apparent.

The teachers were hesitant in indicating their attitudes on supervision. Thirty-four per cent of the entire group failed to reply to the question relating to the assistance provided by supervisory officers. Approximately 77 per cent did not reply on the unhelpful acts of supervision which they received and 23.4 per cent of the teachers did not indicate a preference on the supervisory acts which they would welcome but did not receive.

Two departments show a distinct tendency to deviate from the general opinion of the group on the question of assistance given by supervisory officers. The physical education group state that the greatest amount of supervisory assistance received consisted in help in acquiring better teaching procedures. The teachers in all other departments indicate that the largest amount of supervisory assistance which they received lay in the confirmation of the teaching practices which they, themselves, thought were good. Approximately 16 per cent of the replies of the fine arts group indicate that these teachers received help in acquiring better control of pupils in the classroom. The average for all departments under this category is 5.3 per cent. On the other hand, the fine arts group show no assistance received in planning remedial measures for the

learning difficulties of their pupils while the range of the other departments is from 7.6 to 12.2 per cent. All other departments indicate about the same attitude with reference to the assistance which they received from supervisory officers.

It is probably unwise to draw conclusions upon the returns made on the unhelpful acts of supervision received by the teachers for three reasons. First, only 222 teachers out of 963 replied. Secondly, of those who did reply 81.8 per cent indicated that the supervisor did not offer suggestions which seemed valid to the teachers or he failed to reveal an appreciation of their efforts or an interest in their professional improvement. And thirdly, there is considerable difference within most departments as to which category they prefer. These attitudes seem to suggest an undercurrent which might tend to invalidate any conclusions which are attempted. Although considerable departmental deviation is shown, little significance can be attached to it. The English, vocational subjects, and fine arts groups are decidedly below the other departments in stating that their supervisors approved practices which they considered, and still believe to be, unsatisfactory. The English, natural science, social studies, and fine arts groups show a relatively high percentage in stating that their supervisors criticized their teaching but offered no constructive measures for improving it. While 10.8 per cent of all departments indicated that their program of work was interrupted too frequently by the supervisors, the natural science and social studies departments indicated a relatively low percentage of 3.4 and 6.2 respectively. The vocational subjects teachers with a percentage of 12.2 are considerably below the average (17.3) in stating that supervisors condemned practices which they considered, and still believe to be good while the mathematics and foreign language groups are high with respect to this practice, with percentages of 25.1 and 27.5.

The teachers' replies on the supervisory acts which they would welcome but did not receive show a deviation on the part of two departments. The variations as shown in the percentages are not, however, essentially significant. The mathematics and natural science departments would like more diagnosis of their deficiencies and faults in teaching with suggested remedies. The teachers in all other departments show a decided tendency to welcome permission to visit other teachers in the same subject-matter field whose work is considered superior.

The teachers indicate self-reliance in their attitude toward the type of supervision which they would welcome. Additional evidence of their self-reliance is indicated by the judgments expressed on the true function of the classroom teacher, the use of the class period, and the distribution of the principal's time. The majority of the group welcome what has been termed democratic supervision:¹ assistance and cooperation from the supervisory officers when it is needed and desired. They indicate that assistance in training pupils in acquiring good habits of thinking, and pupil diagnosis with proper instructional procedures, is their true function. The teachers show initiative in preferring to use the class period

¹M. Olga Saunders, "What the Teachers Want from the Principal in His Capacity as a Supervisor," *School Review*, XXXIII (October, 1925), 610-16.

A STUDY OF THE INFLUENCE OF DEPARTMENTAL SPECIALIZATION

as the needs of the pupils, diagnostically determined, dictate. The learning processes involved in the lesson materials also influence their use of the class period.

All departments prefer that the principal budget his time and apportion it equitably among those administrative functions generally recognized as of the greatest value to the school. While the values assigned to the statements as indicated by the teachers vary to some extent, there is relatively little significance which may be attached to the deviations. The attitudes indicate insight on the part of the teacher with respect to the functions of the high-school principal.

DEPARTMENT MATTERS

SPECIAL NOTICE

The Wardman Park Hotel at Washington, D.C., has been reserved as the exclusive headquarters of the Department of Secondary-School Principals for the Washington Meeting of February 22, 23, 24, 1932.

Make your reservation at once.

Single room (1 person) \$5.00 per day

Room with twin beds (2 persons) \$7.00 per day

All our meetings will be held in the Wardman Park Hotel.

NATIONAL HONOR SOCIETY

Over ten years ago the Department of Secondary-School Principals (then the National Association of Secondary-School Principals) organized the National Honor Society with the end in view of stimulating scholarship in the secondary schools of the United States. To-day there are over one thousand chapters and these are in the best high schools in the country. The four objectives of the society are: to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character. Every high-school principal who has a chapter is enthusiastic over the productive results of this organization in his school.

Direct all requests for literature to H. V. Church, 3129 Wenonah Avenue, Berwyn, Illinois.

WARNING

The National Honor Society has met with such great success that imitations are springing up in different parts of the country. These pseudo honor societies seem to have largely a commercial objective, and plan to exploit scholarship for financial ends. Members of our department are warned to beware of any plan to sell pins or emblems to pupils under the guise of scholarship, and are urged not to lend their aid or influence to such organizations.

The Department of Secondary-School Principals recommends only the National Honor Society and the National Junior Honor Society.

The National Junior Honor Society

The National Junior Honor Society is patterned very closely after the Senior Honor Society. The Junior Society is designed for ninth and tenth grades in four year high schools, and for eighth, ninth, and tenth grades in junior high schools. This organization is now a going concern, and already there are a number of chapters, both in senior high schools and junior high schools. The national constitution, the model constitution, and booklet of information as well as the application blank will be sent on request.

Direct all applications to:

H. V. CHURCH, Executive Secretary
3129 Wenonah Avenue
Berwyn, Illinois

SEALS AND MEMBERSHIP CARDS

Membership Cards—Since the organization of the National Honor Society there has been a growing demand for membership cards in the organization. Cards of membership both for members of the National Honor Society and for the members of the National Junior Honor Society are now on sale. The cards ($2\frac{1}{2}'' \times 3\frac{3}{4}''$) are engrossed on a fine quality of cardboard, have the emblem of the Society embossed upon them, and require only the insertion of the name of the member.

The price of the cards is five cents apiece.

Seals—The seal ($1\frac{1}{4}'' \times 1\frac{1}{2}''$) is a gilt embossed sticker to be affixed on the diplomas of members of chapters. A replica of the emblem is embossed on the seal.

The price of the seals is five cents apiece.

Plaques—A bronze wall plaque has been designed and manufactured. Schools that have chapters of the National Honor Society will now have the opportunity of having this plaque. It consists of a solid bronze casting mounted on a walnut back. The size is thirteen by sixteen inches and the weight is ten pounds. A chain is furnished. All lettering, as well as the name of the school chapter and the emblem, is raised and polished above the bronze background.

The price is \$30.00, which includes transportation and packing.

Order only from:

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3129 Wenonah Avenue
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DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS

PUBLICATIONS OF THE DEPARTMENT OF
SECONDARY-SCHOOL PRINCIPALS OF THE
NATIONAL EDUCATION ASSOCIATION

The publications below are sent postpaid. In lots of ten or more of the same issue a reduction of ten per cent is granted, and the shipment is by express collect.

PUBLICATIONS

First Yearbook, 1917, Kansas City.

Papers on Student Government, Cardinal Principles, Supervised Student Activities, Supervised Study, Measurement Tests, Credit for Quality, and Relations between High Schools and Colleges. (87 pp.) \$2.00

Second Yearbook, 1918, Atlantic City.

Papers on The All-Year Schools, Administration, Physical Education, Military Training, Social Life, Junior High-School Curriculum, and the Place of the Junior College. (66 pp.) \$2.00

Third Yearbook, 1919, Chicago.

Papers on Student Government, Cardinal Principles, Democracy and High School, Social Science, Curriculums, Homogeneous Groupings, and the Social Recitation. (87 pp.) \$2.00

Fourth Yearbook, 1920, Cleveland.

Papers on Training for Leadership, Technique in Teaching, Program of Small High School, Continuation Schools, Social Studies, High-School Principals, Homogeneous Grouping, and Co-operative Courses. (114 pp.) \$2.00

Fifth Yearbook, 1921, Atlantic City.

Papers on Pupils with Less Than Average Ability, Moral Education, Character Education, the Principals' Duties and Intelligence Tests. (69 pp.) \$2.00

Sixth Yearbook, —(out of print)—

Seventh Yearbook, 1923, Cleveland.

Papers on Guidance, Rating of Pupils, Moral Training, Sex-Social Training, Finances (2)*, Curricula (4), Social Life, Platoon Plan, Student Activities, Cardinal Objectives, Physical Education, Deans of Girls (4), Compulsory Education, and Supervision. (150 pp.) .. \$2.00

*Figures show number of papers.

DEPARTMENT MATTERS

Eighth Yearbook, 1924, Chicago.

Papers on Retention, Student Activities, Adjustment of Curriculum to Pupils, Faculty Meetings, the Small High School, Teacher Development, Finances (3), Social Science (4), and Deans of Girls (5). *Junior High School*: Curriculum (4) and Guidance. *Junior College*: in California, Co-ordination of High School, and Place of. (221 pp.) \$2.00

Ninth Yearbook, 1925, Cincinnati.

Papers on Guidance (4), International Relations (3), Rural High Schools, Administration, College Relations, Curriculum (2), Physical Education, High-School Principals, Scholarship, Junior High School (3), Ability Grouping, and Teacher Training. (207 pp.) \$2.00

Bulletin No. 10, January, 1926.

Abstract of Books and of Magazine articles on Administration and Supervision. (32 pp.) \$25

Bulletin No. 11, Tenth Yearbook, 1926, Washington.

Papers on Social studies (2), International Relations (2), Record Forms, Fraternities, Scholarship, Administration (5), Curriculum (3), Personnel Charts, Guidance, Marks (2), Principals, Student Activities (2), National Honor Society (5) and Culture. (259 pp.) \$2.00

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Bulletin No. 14, January, 1927.

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The blanks are used in transferring pupils from one secondary school to another and particularly from high school to college. The certificates are sent postpaid at the following prices:

Mailing from	100	200	300	400	500	1000
Chicago						
1st zone	\$.80	\$1.50	\$2.20	\$2.80	\$3.40	\$6.00
2nd "	.80	1.50	2.20	2.80	3.45	6.10
3rd "	.85	1.55	2.25	2.85	3.50	6.20
4th "	.85	1.60	2.30	3.00	3.75	6.45
5th "	.90	1.65	2.40	3.05	3.90	6.60
6th "	.90	1.70	2.45	3.15	4.00	6.80
7th "	.95	1.75	2.55	3.25	4.15	7.00
8th "	1.00	1.80	2.60	3.35	4.25	7.20

The blanks will be mailed on receipt of price, or C.O.D.

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The standard record forms (5x8) which were approved by the Department of Secondary-School Principals at the meeting at Boston are now printed on cardboard suitable for vertical filing systems. This card is especially designed for small and medium size high schools.

Space is provided on these blanks for scholarship records for five years. An extra year is included for pupils of four-year high schools who may desire to do graduate work. It is recommended that six year junior-senior schools use separate cards for the records of the junior and of the senior schools.

When the guidance information called for in the lower right hand corner seems to be of a changeable nature, as would often be true of such items as "Vocational Preference," it is suggested that it be written in pencil so that it can be erased and changed when necessary.

The schedule of prices, postpaid, follows:

Zones	100	200	500	1000
1 and 2	\$1.35	\$2.65	\$4.85	\$ 8.85
3	1.38	2.70	4.95	9.00
4	1.40	2.75	5.05	9.15
5	1.42	2.80	5.15	9.35
6	1.45	2.85	5.30	9.55
7	1.48	2.90	5.40	9.75
8	1.50	2.95	5.50	10.00

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The Department offers to its members life insurance in its most inexpensive form. The salient features of the plan are:

1. *Low premium.* The premium is ten dollars a year a thousand for those insured for \$3,000. See table below for rates for those over forty-five years of age. It can now be guaranteed that the second annual premium of the policies issued to members of the department will be slightly less than the premiums of the first year.
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DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS

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5. *Age limit is sixty-five years.*
6. *Individual policies.* These show rights of insured, amount, and beneficiary.
7. *Current protection.* There are no savings, accumulation, or paid-up features. Insurance is for one year at a time, and is renewable each year, at the option of the insured member.
8. *An insurance company of first rank, the Old Republic Life Insurance Company of Chicago,* an old line legal reserve life insurance company. In *Best's Life Insurance Reports* for 1930, on page 891 there is the following statement in regard to the management and reputation of the Old Republic Life Insurance Company:

"The Company is now having a good growth, but suffers from a high lapse ratio. Policy-holder's surplus is ample for all contingencies and the reserve basis is very strong. The mortality rate is very favorable. Its investments are of a good quality; consist mainly of mortgage loans in Illinois, and yield a good return. The policy contracts are all on standard forms and include disability and double indemnity. The company pays just claims promptly."

9. Amounts offered:

\$3,000 for all ages from 21 to 45 (nearest birthday) inclusive.

Annual Rates for those under 45 years are \$10 a year per \$1000.

\$1,500 for all ages from 56 to 65 (nearest birthday) inclusive.

Annual Rates per \$1,000 for those 45 or older:

Age	Premium	Age	Premium	Age	Premium
45	\$11.10	52	\$16.90	59	\$28.15
46	11.65	53	18.15	60	30.40
47	12.30	54	19.50	61	32.90
48	13.05	55	20.90	62	35.50
49	13.90	56	22.50	63	38.40
50	14.80	57	24.25	64	41.50
51	15.80	58	26.10	65	44.90

Send your applications to H. V. Church, Executive Secretary, 3129 Wenonah Avenue, Berwyn, Illinois.

Department of Secondary-School Principals of the National Education Association

GROUP INSURANCE.—A year ago the Old Republic Life Insurance Company of Chicago, Illinois, with some hesitancy, offered Group Life Insurance to the members of the Department at group rates, but placed a limit on the amount, (\$3000 to those under 45; and \$1500 to those above 45).

FAMILY GROUP LIFE INSURANCE.—Now this company is granting Family Group Life Insurance to the limit of \$10,000 and offers this coverage to any or all the members of your family from ages one to sixty, inclusive, nearest birthday. This is straight insurance, without medical examination (with some exceptions).

For all those under age ten the amount of insurance will be graded, the insurance will be \$100 for each year of attained age; for instance, at age one \$100, at age two \$200, at age three \$300, and so on and at age ten the policy automatically is in force for the full face value. At ages ten and over the policy is in full force for its full face value at the time of issuance.

This particular policy pays the cash value in addition to its face value at the time of your death.

The full loan value may be borrowed at any time at only 4%, and if death should occur, the amount so borrowed will be cancelled and the full face value of your policy paid to the beneficiary. On other policies loans are deducted from the amount due the beneficiary.

Direct inquiries to
H. V. CHURCH
Executive Secretary

AUTOMOBILE INSURANCE

The Department of Secondary-School Principals is now prepared to offer to its members reduced rates for automobile insurance. If you are interested in protection for your car at a lower premium than you are now paying, fill out the blank on page 68, and send it to H. V. Church, 3129 Wenonah Avenue, Berwyn, Illinois. Be sure to state clearly what coverage you now have, and particularly what you are now paying for this insurance.

The Fort Dearborn Insurance Company assures us that the "special rate will figure about 35% lower than the rate charged by other responsible stock companies."

If you will fill the application blank and send it to the Executive Secretary, the insurance company will quote their special rate to members. You will receive this quotation, and you can then decide if you can save money by accepting this special rate.

DEPARTMENT MATTERS

INQUIRY BLANK—AUTOMOBILE INSURANCE

Your name

Address

(street)

(City)

(state)

Date of expiration of policy you now hold.....

(policy expires on this date)

Annual premium you now pay. \$.....

Occupation

(Husband's occupation, if married woman)

Description of car: Make.....

Type of body..... Year built.....

Factory number..... Engine number

List price..... Actual cost.....

New or second hand. Is car fully paid for?.....

(cross out one)

Mortgage clause to.....

The car is for business or pleasure?

(cross out one)

Car kept in public or private garage?

(cross out one)

Address

(where car is kept)

Coverage you carry

(Place cross in proper square.)

☐ Fire ☐ Property: ☐ 500 ☐ 1,000 ☐ 1,500

(amount)

☐ Theft ☐ Liability: ☐ 5-10,000 ☐ 10-20,000

☐ Extra equipment..... ☐ 20-30,000

☐ Tornado ☐ Collision: ☐ Full ☐ \$25 deduction

☐ Plate glass..... ☐ \$50 deduction

Mail this inquiry blank to H. V. Church, J. Sterling Morton High School,
Cicero, Illinois.

LOS ANGELES MEETING

DEPARTMENT OF SECONDARY-SCHOOL
PRINCIPALS

President. C. H. Threlkeld, Principal, Columbia High School, South Orange, N. J.

First Vice President, W. W. Haggard, Principal, Joliet Township High School, Joliet, Ill.

Secretary-Treasurer, H. V. Church, Superintendent, J. Sterling Morton High Schools, Cicero, Ill.

Program Chairman, Louis E. Plummer, Principal, Fullerton Union High School and Junior College, Fullerton, Calif.; Past President of the Department.

First Session

Presiding, Louis E. Plummer

MUSIC—White King Male Quartet

AGENCIES CONTRIBUTING TO GENERAL
EDUCATION

Tully C. Knoles, President, College of the Pacific, Stockton, Calif.

EDUCATION, A FOUNDATION FOR BUSINESS

Will C. Wood, Vice President, Bank of America, Oakland, Calif.

Monday

June 29

1:45 p.m.

Room 206

Administration

Building

University of

Southern

California

Second Session

Presiding, Louis E. Plummer

MUSIC—(To be arranged)

HOW EDUCATION SERVES BUSINESS TO-DAY

A. M. Jones, Personnel Director, Chase National Bank, New York City

WHAT THE WORLD OF TO-MORROW WILL
DEMAND OF THE SECONDARY SCHOOLS
OF TO-DAY

Chester H. Rowell, National Crime Commission; President of the League of Nations Non-Partisan Association

Wednesday

July 1

1:45 p.m.

Foyer of the

Sala de Oro Ballroom

Hotel Biltmore

